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ABSTRACT

To develop a competency-based program, a study was done to identify important life skill competencies needed for job success. Educational constituents concerned with vocational education (students, educators, and community members) rated a set of 138 competencies in six life skill areas: citizenship, consumerism, health, home and family, leisure, and work. Each competency was rated on a scale from one to four, the most important to least important for job success. The 289 participants were identified by role, age, subject area, ethnicity, sex, and school location. Data were analyzed, and overall group and subcategory ratings were translated into a rank order of competencies. It was found that highly rated competencies were generally the same among the overall group and categories. Survey results were used to develop a list of twenty-four highly-rated competencies to be used in the development of competency-based instructional modules. The top three competencies were interpersonal relations on the job, evaluation of job performance, and job interview. (Among the appendixes are the competency list, the competency rating survey, demographic variables of participants, results disseminated to participants, and tables of rank orders of competency ratings.) (Author/CSS)

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Life Skills for Job Success

Research Report

Project No. 498AH70128
Grant No. G00702214

October 31, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Los Angeles Unified School District
Division of Career and Continuing Education
1200 North Cornwell Street
Los Angeles, California 90033

U.S. Department of Health, Education and Welfare

Office of Education

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1200 North Cornwell Street
Los Angeles, California 90033

5. William Ririe
Project Director

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ABSTRACT

A need exists for a reoriented approach to vocational education--an approach which includes total preparation for work rather than merely the acquisition of occupational skills. Research indicated the necessity of developing new kinds of curricular and course content which can meet the variety of needs for employment skills beyond mere job content. Recent studies, such as the Adult Performance Level, supported the major premise on which the study was based: Success in the world of work is contingent upon competence in the everyday life skills which affect one's ability to function on the job.

The initial step in competency-based program development, the identification of the most important competencies for job success, is the focus of this research study. In order to identify crucial everyday life competencies, a wide range of educational constituents concerned with vocational education, students, educators and community members, were involved in a Competency Rating Survey. A comprehensive set of 138 competencies in six life skill areas were used for the competency-rating activity. A sample of 289 participants rated each competency on a scale from one to four, the most important to least important for job success. Further, the participants identified their role, age, subject area, ethnicity, sex and region (school location).

The data were analyzed by computing the means of each

competency rating by all participants and the means by each category within constituent and demographic groupings. The mean ratings of the overall group and of each subcategory of groups were then translated into rank orders of the competencies. It was found that the highly rated competencies were generally the same among the overall group and other categories. Divergencies among the groups occurred mainly with the middle and the lowest ranked competencies.

This research study was the first step in a bridge-building effort to span the gaps presently separating adult vocational education programs and other programs which teach skills related to job success. The results of this survey were used to develop a list of 24 highly-rated competencies. These competencies were then to become the topics for which competency-based instructional modules would be developed, pilot tested, revised and disseminated within the Los Angeles Unified School District. Finally, a management plan to link vocational and academic programs was also designed and validated.

RESEARCH REPORT

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Life Skills for Job Success

William Ririe
Project Director

Los Angeles Unified School District
Division of Career and Continuing Education

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SECTION I

THE PROBLEM AND THE NEED

Traditionally, vocational education classes have focused on providing specific entry-level job skills. Individuals who successfully completed their training programs believed they could then succeed on the job. Research has shown, however, that the mere possession of specific job skills neither insured employment nor success at work.

Evidence indicates that many people are competent, even proficient, in skills strictly related to job performance and yet are not able to succeed in the labor market, because they are not functionally competent. Functional incompetence is the lack of skills required by adults in everyday life which, in turn, affects the ability to find a job, keep a job or even advance on a job. This lack of basic skills may even make it difficult for a person to change jobs or to derive satisfaction as a worker.

In order to promote the development of individuals as employable members of society, a reoriented approach to vocational education is required. If meaningful pathways to success in the world of work are to be provided, one must go beyond the limited view of merely providing training for specific occupational skills.

According to the Manpower Development and Training Act of 1962, unemployed persons require a variety of life skills

in order to undertake and benefit from vocational training. In addition, the California Employment Development Department has stated that repeated studies show that most workers lose their jobs due to factors other than the lack of vocational skills (Employment Development Department, 1975.) Problems such as absenteeism, tardiness and unwillingness to follow rules reflect the need for training programs that adequately prepare people to be successful in the labor market.

The situation is further complicated by the fact that many students enrolled in vocational education programs are accustomed to being distrustful of the world around them. While they tend to view their completion of an occupational training program as the signal of a new beginning, failure to achieve some degree of success produces feelings of frustration, embitterment and attacks on the "establishment." Some individuals attempt to punish "the system" for their lack of success in the world of work by turning to alcoholism, drug abuse, acts of violence or withdrawal from the mainstream of society. Others who work at tension-generating jobs suffer from insomnia, loss of appetite, ulcers, skin disorders, high blood pressure and colitis. As a result, their job performance declines. Society pays the bill for many of these problems, but the real expense is in the loss of human resources. The number of cases in welfare agencies and judicial systems is testimony to the enormity of the problem.

It is apparent that successful employment can no longer be viewed as the simple acquisition of vocational skills and imperative that the situation be acknowledged. Success in the world of work requires more than the mere hiring of an individual; it also involves his attitudes, values and interpersonal relationships, both on and off the job.

Recognizing this, many industries now offer counseling programs, consumer education, community affairs and employer-sponsored sports activities. Xerox Corporation, for example, encourages its employees to become more effective citizens through company-sponsored community involvement programs. Carnation Company provides free tennis lessons to employees and bowling and volleyball activities to encourage employees to use their leisure time healthfully. General Motors and the United Auto Workers have been experimenting with making jobs more satisfying to workers by establishing "troubled employee" programs that are geared to helping workers with family and mental health problems. O'Hare Airport in Chicago has established a crisis intervention program for air controllers in an attempt to increase job performance by reducing stress. Aware of the relationship between healthy employees and productivity, C & H Sugar Company in San Francisco has a mandatory physical examination program for all of its executives. Police and fire departments have long been aware of the effect that the use of leisure time has on job performance and attitudes toward work.

Despite the tremendous amount of data demonstrating the relationship between success in the world of work and functional competency as a consumer, citizen, healthy person, user of community resources, person at leisure and home and family member, occupational training programs still primarily offer training for specific job skills. To a large extent, this is due to the limited materials available for adult educators to use to adequately provide instruction in functional competence.

Another aspect of the problem is the lack of instructional management programs through which vocational students who need to achieve functional competence can be counselled and instructed. Thus, in order to solve the problem of programs which provide insufficient skills for success in the world of work, there is a need to develop effective instructional materials to teach everyday life skills and to design management systems which link vocational and academic programs in order to insure that vocational students who lack the competencies crucial to job success receive instruction to remedy their deficiencies.

One of the initial tasks in competency-based program development, as Dawson (1977) found, is the identification and comprehensive delineation of competencies. Such sets of competencies can be derived through a number of approaches, but regardless of the one chosen, a major difficulty arises. Because of the practical constraints imposed by limited resources, the problem of distinguishing between crucial

competencies and those which are less essential exists. Programs can focus on only a portion of all possible competencies and skills. Thus, a critical step in the development of a competency-based program is establishing the methods of ordering competencies to reflect educational priorities.

STATEMENT OF THE PROBLEM

In determining educational priorities, we are concerned with the relative importance of the item. All the goals, objectives or competencies in a given set of priorities are finite. As a result, our limited resources must be focused on objectives of high priority. Allocation of available resources based on priority is common in most cases, however, the process is implicit and intuitive rather than explicit and systematic. As Goodlad (1966) pointed out, these priorities have been demonstrated to a large extent, by textbook writers, test publishers, or remote curriculum planners. Further Dawson (1977) stated, "Recent demands by the public mandatesfrom the legislature and exhortations by curriculum specialists call for a change. These diverse groups want the systematic and explicit setting of priorities which would include the serious involvement of the total range of educational constituents: school personnel, students, parents and other recipients and supporters of education."

The different values of the various groups which comprise the educational constituency may affect educational goals and outcomes. Educational decision making, either

individual or collective, does not occur in a value vacuum. The major premise of this study is that determining educational priorities is a complex process in which values play a central role, as do demographic variables such as the sex, ethnicity and constituent group membership of the individuals involved.

PURPOSE OF THIS STUDY

A reoriented approach to vocational education must be supported by goals validated by research and the materials and delivery systems needed to make it a reality. These are the needs to which this project has been addressed. This research report focuses on the identification of the most important competencies for job success. In order to identify the everyday life competencies crucial to success in the world of work, a wide range of educational constituents concerned with vocational education participated in a competency rating activity. The specific procedures of how this objective was undertaken and accomplished are described in the following sections.

SECTION 2

LITERATURE REVIEW

The review of the literature which follows provides a conceptual and data-oriented base for the major contention of this project: Many people who are competent, even proficient, in skills strictly related to job performance are not successful in the world of work because they are incompetent in the everyday life skills which affect a person's ability to complete vocational education programs, to enter the labor force, to retain a job, to advance on a job and to be satisfied as a worker.

For over a decade, recognition has been given to the need for a reoriented approach to job preparation. The 1966 Secretary of Labor's Report (Secretary of Labor, 1966) stressed that "Job preparation cannot be limited to the acquisition of an occupational skill. In fact, experience under the Manpower Development and Training Act (MDTA) has shown that large numbers of the unemployed require one or more kinds of prevocational services before they are able to undertake and benefit from occupational training... Development of the individual as an employable member of the labor force must involve total preparation for work."

There are some who take a limited view of what should be included in "total preparation for work." Thus, many pre-vocational programs focus on a narrow definition of basic education: reading, writing and computation. Others

realize that employment skills require much more comprehensive training. For example, a report on Manpower Development Training Act (House of Representatives, 1961) defined employment skills as those "skills and characteristics other than specific occupational skills which may affect an individual's employability; for example, work habits, conformity to expected standards of behavior as an employee, job finding skills, and attitudes conducive to satisfactory occupational adjustment."

The need for the development of new kinds of curricula and course content which can meet the diverse needs for non-traditional employment skills development was emphasized by Donald Super (1963).

> For the semi-skilled worker, dealing periodically with the need to change job, occupation, or enterprise, needs to know when to change, what to change to, and how to change. He needs to know to get, and to use, whatever data may be available to help him weigh such different variables as hourly wages, average hours worked per year, seasonality and seasonal alternative, daily and weekly schedules, fringe benefits, management and supervision, associates, physical condition of work, variety, freedom and pace of work, locality of employment, and inherent advantages or disadvantages of housing, schooling, recreation, transportation. For him these variables are likely to be much more significant than the nature of the work itself, which may vary from time to time and from place to place.

He goes on to say that "Knowledge of urban housing, transportation, and shopping are essential vocational skills. What good does it do him to find a job if he does not know how to use public transportation to get to and from it, and how long will he keep the job if he cannot manage his living quarters."

Super's remarks support the argument for a tandem operation between education and training extending through a person's working life. Education and training should become much more interrelated and more synchronized throughout the lifetime of an individual.

The position held by Seymore Wolfbein provides the conceptual basis for the Life Skills for Job Success project. He stated that:

> At this juncture of our history and in the immediate years ahead, the course of vocational and adult education is a matter of utmost import in the war against poverty and unemployment. It holds further that vocational education and adult education have to go beyond the provision of some overt skill endowment if they are to provide meaningful pathways. Both also have to provide occupational education, education about the world of work itself and other features of the American environment, as well as a vantage point for the development of motivations about and responsibilities toward that environment (1959).

It is obvious that although certain minimal skills are required to gain entry into jobs, such skills are not enough. Doeringer (1969) pointed out that, "While low levels of education and training can limit productivity and do affect the attractiveness of workers to prospective employers, unreliability on the job, rather than lack of skill, appears to be a more serious cause of unemployment." Behavioral problems such as tardiness and absenteeism appear repeatedly in disussions of why people do not succeed in the world of work. Thus, the additional skills obtained during training, the learning of reading, writing, and computation; the development of attitudes and motivations

to train and work; the acquisition of some knowledge about the required regimen; and all the other dimensions of a training and retraining experience, can be of paramount longlasting value.

Along this line, the Employment Development Department (EDD) of the State of California (1975) asserts that "repeated studies show that more workers lose their jobs due to poor character qualities than to lack of skill." Among the most objectionable characteristics are: "carelessness, unwillingness to follow rules, laziness, absence or tardiness, troublemaking, too much attention to outside interests, lack of initiative, too little or too much ambition, disloyalty, irresponsibility, lack of adaptability, and misrepresentation." The EDD publication includes the following list of qualities desired by employers: "ability, dependability, initiative, reliability, good attendance, efficiency, loyalty, cheerfulness, helpfulness, unselfishness and perseverance." Whether a person is best characterized by the desirable or the objectionable qualities is, to a large extent, the result of the person's competency as a functioning adult in everyday life.

Many of the reasons cited in personnel studies for loss of jobs are actually symptoms of problems and not the problems themselves. A common reason for dismissal is absenteeism. Absenteeism, however, may be a symptom of a number of problems. Poor physical or psychological health, health problems of family members, legal matters,

consumer dilemmas, misuse or abuse of leisure time and interpersonal difficulties at home or on the job are some of the problems which may underlie absenteeism. Similarly, tardiness, job dissatisfaction, irresponsibility and other frequently mentioned reasons for job loss or change can be related to incompetency in areas of everyday living which affect the person's ability to function on the job.

The recent Adult Performance Level (APL) Study conducted by the University of Texas at Austin (1975) identified competencies which are considered to be important to adult success and based on national assessment data, concluded that many adults are not competent enough to achieve even minimal levels of success. The APL definition of success is pertinent to the Life Skills for Job Success project. Different levels of adult success are measured in terms of income, job status and education. Those adults having difficulty with everyday functional competencies are frequently those who have an income at the poverty level or less, have had eight years of schooling or fewer and are unemployed or have occupations of low job status. Approximately 20% of the adults in the United States are "functionally incompetent", and their lack of success in the world of work is related to their functional incompetence. Another third of the population is only minimally competent, and their degree of success in the world of work is described in terms of "income of more than poverty level but no discretionary income" and "occupations in medial job status range."

These data suggest that there are general life competencies which are as crucial to job success as the strictly job-related performance skills. In the APL paradigm, these competencies involve the application of reading, writing, speaking, listening, computation, problem solving and interpersonal skills in the areas of consumer economics, occupational knowledge, health, community resources and government and law. Thus, how skillful a person is as a consumer, healthy person, user of community resources and citizen has direct bearing on the individual's success in the world of work.

It is apparent that efforts to bridge the gap presently separating vocational education programs and other programs which include skills related to job success are needed. An identification of the particular life competencies crucial to job choosing, attaining, keeping, enjoying and advancing would stimulate such linkage efforts. Curriculum and instruction can then be developed and implemented to teach the work-related everyday life competencies that improve a person's employability.

EDUCATIONAL PRIORITIES: MEANING AND PURPOSE

Whenever a choice is made, a priority is selected. Decisions based on priorities occur in all aspects of educational planning and policy. Several authors have offered definitions of priorities as they relate specifically to educational goals. Stake and Gooler (1971) provided the

following definition:

> Priorities are data. Priorities are indications of value or importance as seen and expressed by somebody. Like other judgment data, like objectives themselves, like ideals and standards and needs, priorities are data. Although priorities are highly subjective, they are susceptible to objective treatment.

They went on to say:

> The literal meaning of priority indicates 'what comes first in a sequence of events,' but the meaning of priority here concerns relative importance. A list of objectives implies priorities; the objectives expressed in that list have been considered to be more important than certain other unexpressed objectives. A statement of priorities usually makes finer gradations of importance.

Evaluation (1974) defined priority as a "program objective of high importance" and gave the example, "If resources are limited then they must be directed to objectives of higher priority, and those far down the priority list may have to be omitted or shortchanged."

Dawson (1977) noted that "Even when systematic needs assessment does not occur, educational goals are given priorities within districts and schools. Especially when educational goals are translated into budgetary commitments, administrative decisions must be made relative to priorities." The allocation of resources to meet educational goals has political aspects. English and Kaufman (1975) stated:

> When educational goals are ultimately translated into budgetary commitments, administrative decisions must be made as to where dollars must be allocated to attain the most important goals of the system. Unless goals are formally ranked such decisions are often impossible

> since there now exist political constituencies actively involved in perpetuating current funding levels of some programs. Shifts within a school budget made necessary by more or less constant resources must have as a rationale the criticality of the purpose of funding commitment. While all goals are important, they are not equally important, particularly as a basic commitment... as a minimal expectation, or "floor" educational commitment.

Systematic methods of determining educational priorities are overdue. Stake (1970) stated that "exessive attention has been given to precise goal specification and insufficient attention to statements of priorities."

Dawson (1977) suggests that the involvement of citizens in prioritizing goals can have numerous benefits to education. With increased educational information and identification with educational goals, citizens may then be willing to: 1) raise local taxes, 2) support a bond issue, 3) lend their services for special levies.

PROCEDURES FOR DETERMINING EDUCATIONAL PRIORITIES

There are several ways to determine educational priorities. Some of these are quite informal and unsystematic. For example, statements of educational concerns voiced in legislative hearings or community opinions expressed directly to the board of superintendents or indirectly through the media can serve as a basis for determining priorities. Even less systematic methods are frequently used which have no objective data base but rely solely on the intuition of the decision-maker. This section is concerned with systematic techniques for ascertaining educational priorities.

Stake (1970) noted three methods for collecting judgment data which attempt to be systematic. The first method uses standarized forms for participants' responses which are then summed. The second method infers educational priorities from personal observations of events. The third method determines priorities from experts' analysis of documents such as laws, curriculum guides or textbooks. The second and third methods, which rely on observations and expert review, are difficult to make systematic. Peak (1953) summarized the problems as follows: 1) the need to train observers, 2) the development of standarized scales and 3) the posibility that the observer may influence what is being observed. If the problems are overcome, both observations and expert review of documents can offer assistance in determining educational priorities. However, the procedure used by the current study was to obtain responses directly from the individuals to interest.

A common means of determining educational priorities is a survey or questionnaire in which participants respond to specific questions with categorical answers. Responses obtained through direct questioning can be valuable, but the questioner's bias and ambiguious questions can skew the results.

Another technique uses rating scales which are especially appropriate when attempting to measure abstract qualities. The participants rate the questions on a

continum of most important to least important. However, this method can suffer from over-rater or under-ratter error. For example, if one individual or group tends to rate the goal high, the mean of the group is skewed in that direction. As a result the researcher may falsely decide that the difference of means between groups is a significant. To control for this problem, the means can be used to rank order the goals. One example noted by Dawson (1977) is the Collective Viewpoints Approach to goal selection described in the CSE Elementary School Evaluation Kit: Needs Assessment (Hepfner, et al., 1972). This approach provides a means for systematically determining what various groups, such as principals, teachers, parents and school boards, consider to be the relative priorities among the set of 106 objectives described in the kit. Each member of the rating group rates each of the goals on a five-point scale, and then the goals are ranked according to their average ratings.

PARTICIPANTS IN THE DETERMINATION OF EDUCATIONAL PRIORITIES

While there are several types of scientific methods for determining educational priorities, as Ammons (1969) pointed out, they generally rely "upon the consensus of some group or groups. The differences among the approaches lie in the identification of the groups and the questions asked of these groups."

Recent research poses the question of who should be involved. Traditionally, curriculum decisions were made, to a

large extent, by the textbook publishers, their writers and consultants; by testing bureaus and by curriculum planners far removed from the classroom. The lack of meaningful citizen and student input in the process of planning, particularly in setting priorites, is the greatest single weakness of classical educational planning (English and Kaufman, 1975).

Further, Oliver (1965) maintained that educational decision making should be democratic; the people affected by curriculum decisions -- students, educators, parents and society in general -- should have a share in making the decisions that will affect them.

Dawson (1977) notes that citizen participation is developing, because the general public recently has demanded a greater role in educational planning. Some sources of these demands have been identified: the war in Viet Nam, rises in taxes, growing inflation, campus unrest, teacher militancy, declining test scores, unemployment and crime. In addition to citizen's pressure for their participation on the school boards, legislative mandates have been issued for community involvement in determining educational priorities.

In 1967, the California Legislature added Section 7502 to the State Education Code:

> The legislature hereby recognizes that, because of the common needs and interests of the citizens of this state and nation, there is a need to establish a common state curriculum for the public schools, but that, because of economic, geographic, physical, political and social diversity, there is a need for the development of educational programs at the local level, with the

> evidence of competent and experienced educators and citizens. Therefore, it is the intent of the Legislature to set broad minimum standards and guidelines for educational programs and to encourage guidelines for educational programs that will best fit the needs and interests of the pupils pursuant to stated philosophy, goals and objectives.

In 1970, the California Joint Committee on Educational Goals and Evaluation concluded that:

> 1. It is essential that the goal setting process include the extensive and intimate involvement of the public with students and educators at the level of the local school agency.
>
> 2. The support of the public for such goals is essential.
>
> 3. The value of setting goals is as much in the process of the participation as in the final outcome.

Later the Committee recommended these guidelines for determining goals:

> 1. There should be a basic value stressing the importance of each individual contributor to a school system and a dedication to the beliefs that schools exist to meet the needs of students, parents and other community members.
>
> 2. There is an underlying belief that in order to assure that their needs will be met, all of the individuals in these groups of persons should be involved in setting goals of education and thus control their educational system.

Curriculum specialists, the general public and the legislature have reiterated that the responsibility for determining educational priorities should be shared with the recipients and supporters of education. The general public, together with school personnel and students, should determine what students should know and what they should be able to do as a result of their schooling.

Dawson (1977) noted that:

> It is widely accepted that the teacher makes the final choice as to what will be presented and what emphasis will be given to different aspects of the curriculum. Consequently, it is important to explore the values and priorities of teachers, since they will affect curriculum implementation. Furthermore, the clarification of personal values and priorities should help the teachers to improve their own self-understanding--one of the important by-products of curriculum participation. In some schools, however, teacher participation is merely token activity which "rubber stamps" the priorities of the administration. Teachers and counselors are frequently most aware of the needs and concerns of the learners because they deal with students in greater depth and broader perspective. Real participation in curriculum development affords teachers an opportunity for professional growth and may lead to more effective use of curriculum materials... Such involvement may lead to invest time and responsibility on the part of the participants.

She also recognized that:

> The principal has been recognized by many as the key person in curriculum improvement. To some extent the administrator's role is that of expediter, but to a large extent, he or she should take an active part in the actual determination of educational priorities. Educational administrators are too often caught up in day-to-day problems and give little regard to the content of the instructional program.

Finally, she stated:

> There seems to be a lack of faith in the learner as a participant in curriculum development. In fact, it may be that the more the learner takes an active part in determining educational goals, the more complete will be his or her understanding and acceptance of the goals, and subsequently, the more efficient the learning will be. Those who are to be guided by policies may accept those policies more readily if they have had some chance to share in policy formation.

Dawson cited Rockhill and River (1976) who summarized bias in adult education, "Essentially, adult education programs are designed by the middle class or those aspiring to it." Dawson observed that to reverse this situation and

to make educational priorities useful and valid, they should be established by all of the educational constituents -- learners, educators and community members.

STUDIES RELATED TO EDUCATIONAL PRIORITIES

The great percentage of studies related to educational priorities are specific to the programs in which they have been conducted. State departments of education, local districts and individual schools have conducted studies to determine the educational priorities of various constituent groups. There is a lack of this type of research in general education or research journals, because their findings cannot be generalized beyond specific settings and populations.

The research that has been reported indicates variations in priorities among constituent groups. For example, the degree of agreement among parents, teachers and students varies. A study by Baker (1972) indicated that when teachers, parents and junior high school students rated the importance of mathematics objectives, there was a tendency for parents and students to agree with each other and to disagree with the teacher. Parents tended to rate the objectives higher than the teachers and students did, perhaps indicating an over-rater error. Baker cited a similar study by Malkin (1971) in which teacher and student ratings of social studies objectives matched. In a study of elementary school teachers and parents. Demuth (1973) found gengenerally high agreement between parents and teachers. However, in rating the goals, the parents tended to rate

closer to the midpoint, while teacher's ratings were more extreme. Variations in the ratings of educational goals of high school teachers, students and their parents differed significantly overall (McGuire, 1974). The correlations of the individual group ratings, however, indicated a tendency for the three groups to agree more than disagree.

A few studies comparing the priorities of educators and community members found significant differences related to demographic variables. Downey (1960) found that priorities varied significantly according to occupation, education, geographic region, age, religion and race of educators and community members. Houston's (1974) comparison of principals and their advisory councils' ranking of seven educational purposes indicated differences between them and also in the variables of geographic area, sex, socio-economic status, age and educational level.

One single study (Dawson, 1977) compared the educational priorities of administrators, teachers, students, community advisory councils and other community members when analyzed by sex and ethnicity. A further purpose of the study was to analyze correlations between educational priorities and value rankings based on constituent group, sex and ethnicity variables. The findings relevant to this report were that, overall, main effects on the competency ratings were found for constituent group and ethnicity, but not for sex. 15 of the 35 competencies were differentially rated on the basis of constituent membership, 10 on the basis of ethnicity and

15 showed no significant differences. There was no consistent pattern of differences which served to align the ethnic groups across educational priorities.

Several conclusions can be drawn from Dawson's investigation of the differences in the rating of educational priorities. Interpretation must consider constituent group and demographic variables such as age, ethnicity and region. It is also possible that subject area may also affect the priority ratings of job-related functional competencies. Finally, research design must control for over-rater, mid-line rater, and under-rater tendencies.

COMPETENCY-BASED EDUCATION: A COMMITMENT OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT

The Division of Career and Continuing Education of the Los Angeles Unified School District has supported a project to investigate the design, development and implementation of a competency-based education program for adults. The Los Angeles project has included a year's investigation of competency-based curriculum, instruction and assessment. Several committees of teachers, counselors, and administrators explored existing programs throughout the United States. These groups studied the desirability and feasibility of a competency-based program for Los Angeles, compiled a Competency-Based Education (CBE) Resource Center, developed a model for a Competency-Based Education Program, assisted with the field testing of several assessment techniques and conducted a needs survey among diploma candidates in the area of survival reading skills. The model

developed establishes the learner as the center of the program, with two interrelated parts: basic skills and functional competencies. This model is shown in Figure 1.

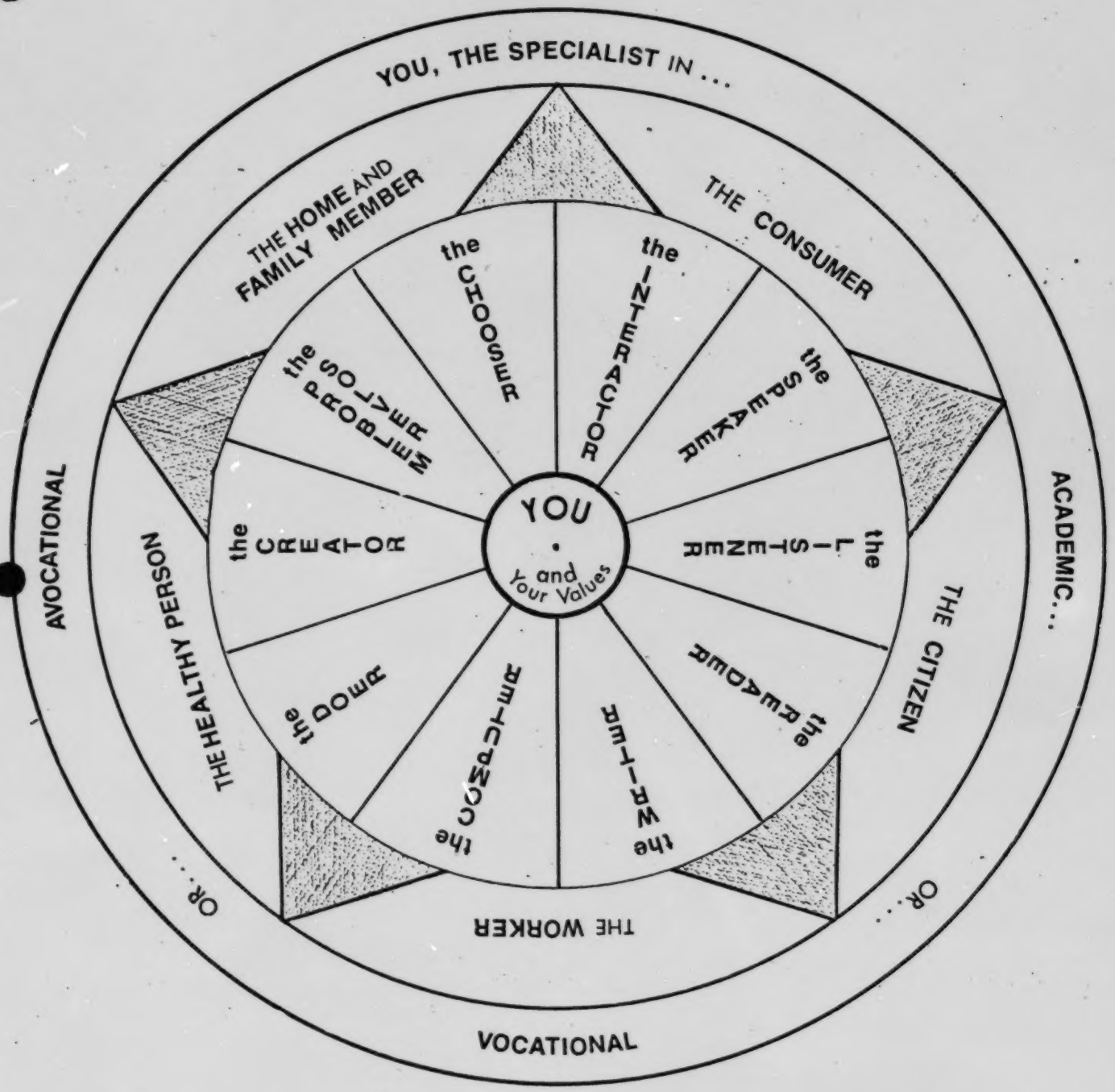
The basic skills include: speaking, listening, reading, writing, computing, problem-solving, interacting (on an interpersonal level), choosing, creating and performing. These skill areas were determined as necessary for the student before he can acquire and demonstrate competence in each of the functional competency areas. These areas included in the Los Angeles model consider the learner as: consumer, worker, healthy person, user of community resources, citizen, utilizer of leisure and home and family member. The third component of the model allows the learner to select an area of advanced specialization. His selection may be in an occupational skill, an academic area or in some other special competency such as an artistic, political-economic, or organizational area.

The model for the Los Angeles competency - based Education program differs from other models in several respects. The model contains all of the components of the APL (Adult Performance Level) model developed at the University of Texas. Besides the five APL basic skills (reading, writing, speaking/listening, computing and problem solving), the Los Angeles model includes: creating, interacting, doing and choosing. These skills were added because of an underlying philosophy which contends that people need to go beyond more "survival" skills.

Figure 1

MODEL FOR A COMPETENCY-BASED DIPLOMA PROGRAM FOR ADULTS

Los Angeles Unified School District
Division of Career and Continuing Education



The purpose of this model is to

1. establish the learner as the center of the program
2. identify components of the program,
3. show relationships between the learner and learner's skills, content area competencies, and specialization.

 Los Angeles Unified School District © 1976

Original to the Los Angeles functional competency model are the areas of leisure and family. Competency in the utilization of leisure was considered vital in view of shorter work weeks, longer lives, early retirement, and a wider spectrum of leisure activities in the future. Constant changes in the values, structures and functions of the home and family emphasize the need for competence in this area. Another feature which makes the Los Angeles model different is the area of specialization. This adds to basic and functional skills a third area in which an area of specialization is selected. The program is conceptualized as being interdisciplinary in nature and stresses the interaction of basic skills and humanistic education in order to develop the full range of competencies required of adults in contemporary American society.

The work which the CBE team had already accomplished provided a foundation for the Life Skills for Job Success project. Vocational instructors and administrators have expressed interest in programs which would provide their students with the everyday life skills crucial to success in the world of work. Thus, the objectives of the project flowed from real needs expressed by educators and students and from the work which had already been done by the Los Angeles Unified School District (Appendix A). The life Skills for Job Success project differed, however, in several ways. First, the setting and populations involved

students, educators and community members affiliated with vocational programs. Second, the requirements stress competence in certain functional skills considered vital in today's society for job success. Third, the student moved through the program by demonstrating competency rather than by accumulating semester credits. Fourth, the model as depicted in Figure 2 did not include the specialization ring.

The Vocational Education Research Project, Life Skills for Job Success (1977-1978) was addressed to the priority areas of adult and postsecondary education and curriculum management and instructional materials. In order to better serve the vocational needs of adults in Los Angeles, intensive competency-based adult performance level-related instructional modules were to developed, pilot tested, revised and disseminated. These competency-based modules would focus on those everyday life competencies considered to be crucial to success in getting and keeping a job. A new strategy that would involve school personnel, business, industry and government representatives, adult students and other community members in determining curricular goals was to be designed, developed and tested. An instructional management plan for linking vocational education and adult education programs was also to be designed, developed and tested.

An overview of the plan is shown in Figure 3. The project staff (director, consultant-writers, resource personnel and audio-visual technician), the pilot test

FIGURE 2

LIFE SKILLS FOR JOB SUCCESS

MODEL OF FUNCTIONAL COMPETENCY

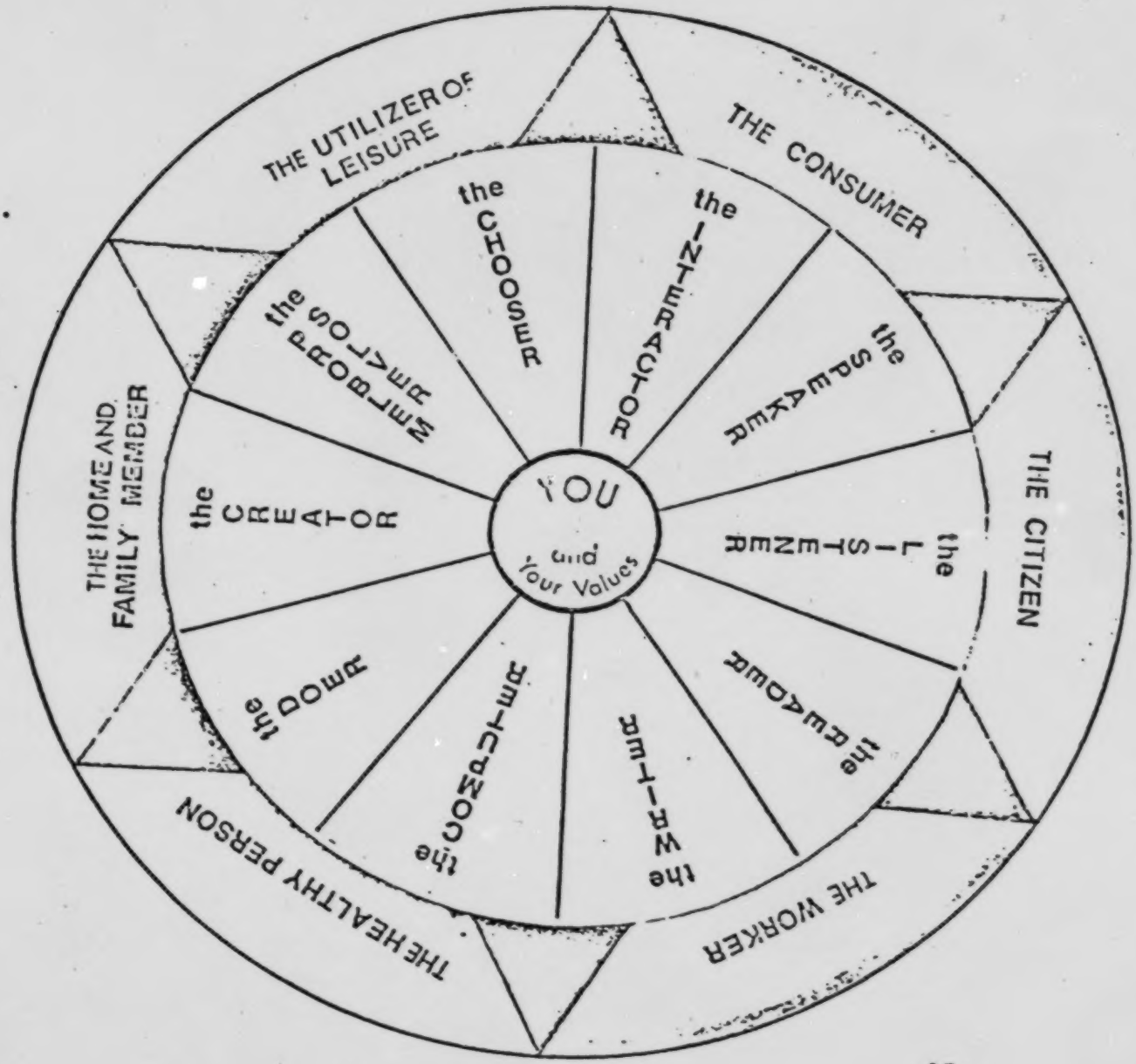


FIGURE 3

OVERALL DESIGN OF PROJECT PLAN

	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	ARPIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER
Identification of Competencies	Prepare for Activities	Collect, Analyze, Interpret Data										
Advisory Council	Establish	1st Meeting	Members as Needed	Members as Needed	2nd Meeting	Members as Needed	3rd Meeting	Members as Needed	4th Meeting	Members as Needed	5th Meeting	Members as Needed
In Service			Plan 1st	Conduct 1st	Plan 2nd	Conduct 2nd	Plan 3rd	Conduct 3rd	Plan 4th	Conduct 4th		
Development of Modules			Design Procedures & Format	1-6	7-12	13-18	19-24	25-30				
Pilot Test of Modules					1-6	7-12	13-18	19-24	25-30			
Revision of Modules						1-6	7-12	13-18	19-24	25-30		
Recycle of Modules							1-6	7-12	13-18	19-24	25-30	
Preparation of Modules for Dissemination								1-6	7-12	13-18	19-24	25-30
Management Plan Linking Vocational & Academic Programs			Develop Guidelines	Design Plan	Pilot Plan	Pilot Plan	Review and Revise	Pilot Plan	Pilot Plan	Pilot Plan	Review and Evaluate	
Evaluation	Devise Plan		Ongoing, iterative collection and analysis of formative evaluation data ----------									Final Evaluation
Dissemination	Establish Communication Lines	Devise Plan	Documents Prepared; Distributed			Interim Report						Final Report

Meetings as scheduled: Curriculum Council, Guidance Council, Principals, Assistant Principals and Head Counselors Organizations; Staffs of Learning Centers, ROP/ROC; School Board; AFALA; AVA; CCAE; ACSA, NAPCAE

personnel and the advisory council member was involved in accomplishing the project objectives through several mechanisms. First, an in-depth survey of educational constituents concerned with vocational education was conducted in order to identify the everdya life competencies crucial to job success. Second, the development of competency-based instructional modules included selection of available commercial materials and production of new materials when needed. Third, all modules went through a pilot test and revision cycle based on the formative evaluation data from the pilot tests. The heavy involvement of the users (teachers and students) was critical to ensure the relevance and utility of the instructional materials. While the project staff provided the technical expertise in product design and development, it was the practicing adult vocational and academic educators, the adult students and the advisory council members who provided the information regarding the competencies most crucial to job success and the real world utility of the materials produced.

Thus, there was a two-way communication between the project staff and the user community. In-service sessions were an ongoing, integral component of the project. These sessions provided a reciprocity of benefits between pilot test personnel and the project staff.

This research report focuses on the research design used for the first objective, the identification of the most crucial functional competencies needed for job success.

The quarterly reports of the project detail the procedures and results of the second objective, development and validation of competency-based modules, and the third objective, design of management plans to link adult vocational and academic programs.

SECTION 3

PROCEDURES

The Life Skills for Job Success study investigated the rank ordering of competencies rated most important for job success and related the educational priorities based upon constituent group (adult education teachers and administrators, adult students and community members), age, sex, ethnicity (white, black, Spanish surname and other), subject area and school location. The following sections provide descriptions of the population and sample, instrumentation and procedures used for data collection and analysis.

POPULATION

The population was composed of educators, students and community members at five regional occupational centers and five skill centers under the Division of Career and Continuing Education of the Los Angeles Unified School District. These vocational centers provide educational services to people throughout the 710 square miles of the district.

SAMPLE

All administrators of vocational education were asked to participate. Then seven vocational centers were selected to participate in the prioritizing activity so that diverse locations, ethnic compositions and subject areas would be

represented in the sample. Figure 4 shows the locations of participating schools.

Participation by students, educators (teachers, counselors and administrators) and community members was voluntary and took place during regular school hours, from 9:00 A.M. to 9:00 P.M.

The sample consisted of 289 participants. The participants in the rating activity identified their role, age, sex, ethnicity, subject area and vocational center. The determination of these variables was necessary in order to evaluate their effect upon the mean goal (competency) ratings and the subsequent rank order of their competencies. The following is a breakdown of the sample:

1. Role:

Present student	(n=117)
Previous student	(n=12)
Educator (teachers, counselors or administrators)	(n=110)
Community member	(n=48)
No response	(n=2)

2. Age:

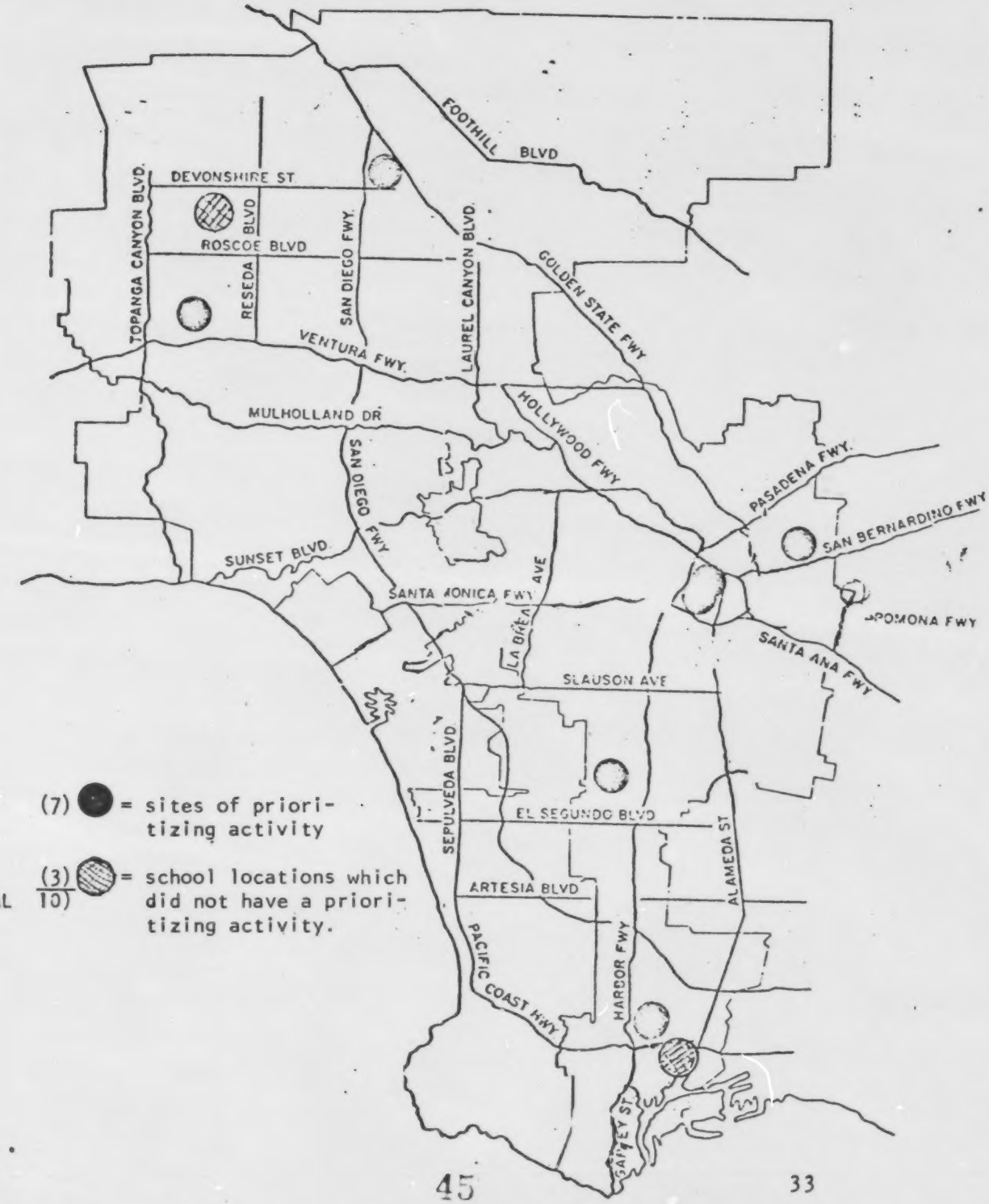
25 and under	(n=77)
26 - 40	(n=91)
41 - 55	(n=95)
56 and over	(n=26)
No response	(n=0)

32

FIGURE 4

School Locations of Rating Activity

Student and Community Participants



(7) ● = sites of prioritizing activity

(TOTAL (3)/10) ◍ = school locations which did not have a prioritizing activity.

3. Sex:

Male	(n=155)
Female	(n=132)
No response	(n=0)

4. Ethnicity:

Black	(n=71)
White	(n=158)
Spanish surname	(n=33)
Other (American Indian, Asian, Other)	(n=26)
No response	(n=1)

5. Subject Area:

Health	(n=21)
Business	(n=80)
Home Economics	(n=2)
Agricultural and Environmental	(n=2)
Public Services	(n=6)
Industrial Education	(n=100)
None of the above	(n=78)

6. Region:

Central City Occupational Center	(n=93)
East Los Angeles Occupational Center	(n-27)
Harbor Occupational Center	(n=36)
Metropolitan Skill Center	(n=27)
North Valley Occupational Center	(n=48)
Watts Skill Center	(n=29)
West Valley Occupational Center	(n=29)

INSTRUMENTATION

To assess the educational priorities of the participants, a rating survey was developed for each of the potential competencies. The materials and procedures used to develop them are described in the following sections.

DEVELOPMENT OF COMPETENCY SPECIFICATIONS

Many sets of instructional goals and objectives are available for traditional curriculum in grades kindergarten through 12. There are few, however, which are solely concerned with the everyday living skills required of adults. The sets of such goals, objectives or competencies in the area of functional skills vary not only in terms of how they are stated but also in the types of skills included. Most include only minimal survival skills and none includes all of the skill and content areas considered to be vital to functional competency. Therefore, a comprehensive set of potential competencies was developed to be used in the competency rating activity.

Although no one set of existing goals was sufficient, the extant sources were used as a starting point. A team of teachers collected and studied goals, objectives and competencies from numerous sources. These included the Adult Performance Level Study (University of Texas at Austin, 1975); Central New York External Diploma Program (Nickse, 1978); Oregon Graduation Requirements (Fassold, 1974); National Assessment of Educational Progress; Los Angeles Unified School District, Division of Career and Continuing Education, Educa-

tional Goals Catalogue (State of California, Department of Education, 1974) and a variety of instructional materials.

From these sources, statements were compiled which reflected the application of skills in the content areas. These statements were reviewed to eliminate duplicate ideas and to combine overlapping ideas and revised for comprehensiveness. Competency statements for topics not covered by existing sources were then generated.

The next step was to originate sample performance indicators for each competency statement. These indicators illustrate some of the ways in which a learner might demonstrate a competency.

Further reviews and revisions took place. Each of the content areas was reviewed by at least one subject matter specialist in the field. These specialists were asked to comment on comprehensiveness, to note any omissions, to correct any errors in concept or terminology and to make other suggestions as needed. The information from the subject matter specialists was used to revise existing competency specifications and to add new ones.

The total number of competencies was 139, with 19 to 25 in each of the six content areas (worker, healthy person, home and family member, utilizer of leisure, consumer and citizen). The competencies were alphabetized by topic title within each content areas and numbered from 1 to 139. This list can be found in Appendix B.

COMPETENCY RATING SURVEY

The list of 139 competencies was used to develop the Competency Rating Survey found in Appendix C. Identification numbers were stamped on each survey (1-3). Section I requested participant information (4-9) regarding role, age, racial/ethnic classification, subject area, sex and vocational center.

Section II listed the competencies (10-147). (One competency within the leisure content area was inadvertently omitted.)

To avoid possible order effect, a random number table was used to determine the sequence of competencies. To control for fatigue, this table was used to compile 20 different page sequences. Each participant at a session received a different page sequence except at sessions which involved more than 20 participants. In these sessions, a few participants received the same page sequence.

PROCEDURES FOR DATA COLLECTION

Permission to conduct the study was granted by the Committee on Research Studies of the Los Angeles Unified School District and was approved by the Deputy Superintendent of Schools. During December 5 - 9, 1977, 10 data collection sessions were conducted. At each of these sessions there were two leaders both of whom had received an orientation to the total study and one who had gone through the activities. One leader was from the participating school or group, and the other was a member of the Life Skills for Job Success Project Team.

COMPETENCY RATING ACTIVITY

The leaders were given a complete manual which included instructions for the leader, sign-in sheet, leader's script, script of the slide/tape presentation (Appendices D-F). These materials were designed to minimize possible differences in the administration of the activities.

Approximately one hour was scheduled for the total activity with each group. Table 1 indicates the time allotted to each portion of the session. The session began with a slide/tape presentation which provided an orientation to the Los Angeles Life Skills for Job Success Project, stressing the importance of the participants' involvement in deciding which competencies were crucial to job success.

After the slide/tape presentation, the Competency Rating Surveys were distributed. Directions for the activity were read aloud by a leader as the participants read them silently. The instructions were as follows:

> This is an activity in which you will present your opinion about what life skills are crucial to job success. It is not a test. It is a survey to determine the life skills which should be included in a vocational program.
>
> Look at Section I, participant information. Before we begin the activity, we are going to ask you for some information. All responses are confidential, anonymous and voluntary. Please DO NOT sign your name.
>
> For the following items, decide which number applies to you. CLEARLY write the appropriate number in the box to the right of the statement. Please ignore the numbers to the right of the box. They are for project use only.
>
> Are there any questions?

TABLE I

TIME SCHEDULE OF COMPETENCY RATING ACTIVITY

5 minutes	Introduction
5 minutes	Slide/tape orientation
5 minutes	Distribution of Competency Rating Survey
5 minutes	Directions and completion of the participant information section
40 minutes	Directions and completion of Competency Rating Survey
	Closing
60 minutes	Total time

Any procedural questions were answered. When participants completed this section, the competency rating activity was explained. The leader read the following introduction and directions for the rating activity as the participants read along silently:

> This activity provides a list of everyday life competencies. Think how important each competency is for job success. Decide whether it is EXTREMELY IMPORTANT, IMPORTANT, SOMEWHAT IMPORTANT, or NOT IMPORTANT FOR JOB SUCCESS.
>
> When you have decided, write the appropriate answer in the box to the right of the competency. Write a "1" if it is extremely important for job success. Write a "2" if it is important for job success. Write a "3" if it is somewhat important for job success. Write a "4" if it is not important for job success.
>
> Be sure to write your answer CLEARLY. Do this for every item. Try to VARY YOUR RESPONSES, so that you use each of the four ratings. If you have difficulty in rating a competency, come back to it later. Please ignore the number to the right of the boxes. They are for project use only.
>
> Are there any questions?

Any procedural questions were answered. Then the participants were thanked for their time and interest. Additional information and instructions were given.

> We hope that you are enjoying these activities. Your involvement is essential, and we thank you for your cooperation. We will analyze all of the information we receive from this group and many other groups. When the results have been summarized, each school will receive a copy of the report.

You may leave when you have rated each of the competencies. Hand your pencil and the completed survey to one of the leaders as you leave. Again, thank you for your interest and time.

A few participants asked questions about a specific competency. One of the leaders talked individually with them to clarify the competency statement.

After completing the survey, the participants handed their Comptency Rating Survey to one of the leaders. The leader thanked each participant again for their participation. When the participants left, both leaders recorded comments, problems, administrative irregularities and other information about the session.

While the average total time actually required of all groups was 45 minutes, the constituent groups and individual participants varied slightly in the amount of time that they needed to complete each of the tasks. Teachers and administrators generally required a little less time than students and community members did in rating the competencies.

It was informally observed that the time required for the competency rating was between 15 and 25 minutes.

PROCEDURES FOR DATA ANALYSIS

Statistical analyses of the data were conducted to rank order the mean ratings of each competency overall and by categories within groups. The mean ratings and rank order of all goals by sex were not computed, since this variable showed no effects in a previous study that was similar.

(Dawson, 1966).

The following data were collected:

Participant code number

Constituent group

Age group

Subject area

Racial/ethnic classification

Sex

School location

ENCODING THE DATA

In order to analyze the comptency rating data, it was necessary to record the competency ratings in a format acceptable for data processing procedures. The participants recorded the classification in Section I according to the directions on the Competency Rating Survey. Then, they rated each competency in Section II of the survey. The Research and Evaluation section of the Los Angeles Unified School District coded and keypunched the data from Sections I and II of the Competency Rating Survey on data processing forms.

STATISTICAL ANALYSES OF THE DATA

The data were analyzed in six stages: (1) an analysis to indicate overall mean ratings of all competencies by all participants; (2) the rank ordering of overall means of competencies from most important to least important for job success; (3) an analysis to determine the mean rating

of all goals according to each demographic variable, such as: role, age group, subject area, race and region; (4) the rank order of goals from 1 to 139 according to the subcategory of each demographic variable; and (5) an analysis to determine the number and percent of participants in each category between demographic variables. These analyses were performed under release 76.2 of the Statistical Analysis System (SAS) at the University of California, Los Angeles. The system is described by Nie, Hull, Jenkins, Steinbrenner and Brent (1975).

SECTION 4

RESULTS

The purpose of this section is to describe the results of the Competency Rating Survey. The results were subdivided into three parts: (1) breakdown of participant information, (2) presentation of the overall rank order of the competencies, and (3) rank order of the competencies by demographic variable, such as role, age, subject area, ethnicity and region.

PARTICIPANT INFORMATION RESPONSES

The overall breakdown of the sample by role, age, subject area, ethnicity, sex and region are summarized in Table 2. The number and its corresponding percent of the total are also indicated for each demographic variable. A breakdown of the sample between demographic variables, such as role by ethnicity, indicated that the participants were diverse; however, the numbers of participants within categories varied (Appendix G).

OVERALL RANK ORDER OF THE COMPETENCIES

The 289 participants rated the competencies for the Life Skills for Job Success Project on a scale of one to four. The scale was:

1 = extremely important for job success

2 = important for job success

3 = somewhat important for job success

4 = not important for job success

Therefore, the competencies with the lowest mean ratings (e.g. 1.25) indicated functional competencies which were most

crucial for job success. The highest mean rating (e.g. 3.78) suggested competencies that were considered least important for job success. Mean goal ratings were then computed for each competency. Based on these mean goal ratings, the competencies were rank ordered from most important to least important for job success as depicted in Table 3.

RANK ORDER OF THE COMPETENCIES FOR EACH DEMOGRAPHIC VARIABLE

The mean ratings of goals by role was computed, and Table 4 depicts the mean goal rank order (1 - 138) in each category. Roles were defined as current student, previous student, educator and community member.

The rank order of competencies by age group is depicted in Table 5. The age groups were divided into the following categories: 25 or under, 25 - 40, 41 - 55 and 56 or over.

The rank ordering of goals by subject area are depicted in Table 6. The subject area categories used were: health, business, home economics, agricultural and environmental, public services, industrial education, and "other."

Rank order of all goals by ethnicity are shown in Table 7. The subcategories used were black, white, Spanish surname, and "other" (American Indian, Asian, other).

Finally, the rank order of mean goal ratings by region are shown in Table 8. Each category indicated the location of the prioritizing activity and the participant's school affiliation. The regional categories were: Central City, East Los Angeles, Harbor, North Valley and West Valley Occupational Centers and the Metropolitan and Watts Skill Centers.

SUMMARY OF THE RESULTS

The first task of the Life Skills for Job Success Project was the prioritizing activity which identified important competencies for job success. This prioritizing was essential to determine which competencies should become the first topics of the competency-based instructional modules which were to be developed.

This section will discuss: (1) the sample composition, and (2) the extent of agreement and disagreement within demographic groups.

Results from the participant information section indicated that demographic characteristics of the sample were diverse. A description of the participants' demographic variables was provided for all areas except for subject area, in which 78 people did not respond. This lack of response could have been due to confusion about the meanings of the categories or could have reflected limitations in district course offerings. For example, business and industrially-related classes predominate, while few courses are offered specifically for agriculture, environmental careers or public service. The breakdown of participants' roles indicated that the number of current students and educators was twice as great as that of community members; few previous students were represented. The percentage of age groups was fairly evenly distributed, except for the category of 56 and over which reflected the fewest number of participants. Ethnicity was approximately balanced between whites and nonwhites and between male and female. The breakdown of the participants by region indicated that major

areas of the district were evenly represented.

SIMILARITIES AND DIFFERENCES OF RANK ORDERS WITHIN DEMOGRAPHIC GROUPS

The overall mean goal ratings indicated that the following 20 competencies were considered to be most important for job success:

Rank	Competency	Competency Survey Number
1.5	Interpersonal Relations on the Job	131
1.5	Evaluation of Job Performance	137
3	Job Interview	129
4	Applying for a Job	51
5	Career Ladders	90
6	Career Decision Making	77
7	Work-Related Vocabulary	120
8.5	Personal Hygiene	23
8.5	Attitudes toward Work	122
10	Personal Characteristics and Career Decisions	143
11.5	Employment Benefits	75
11.5	Personal Characteristics/Career Requirements	132
13	Life-Long Career Development	58
14.5	Basic Work-Related Skills	104
14.5	Physical Fitness	106
16	Safety in the Home and on the Job	21
17	Value of Work to the Individual	19
18	Equal Employment Opportunity	78
19	Management of Family Resources	127
20	Sources of Employment Information	53

There was general agreement between the highly-rated competencies by role and the overall rank order. The exception was "physical fitness" which was lower by role (28-54). A more detailed comparison of the mean goal rankings by role indicated that 100 competencies were within 25 rank orders. Within the role categories, rank orders by previous students differed most from those by current students, educators and community members. Examples of the most dissimilar rank orders were "conserving energy in the home" (48.5-113) and

"home improvement" (64.5-110). It is possible that the small number of previous students participating in the activity could account for these dissimilarities.

Considered as a whole, age group categories indicated the most agreement across the spectrum. One difference between the categories was in the ranking of "leisure time" which indicated generally decreasing importance, the older the participant (73.5 - 117).

The 20 highly-rated competencies by subject area were also very similar to the overall mean rank order of competencies. This demographic grouping showed the greatest differences between the areas. For example, "hobbies" was ranked from 26-120, approximately a 100 rank difference; "single parent families" was ranked from 36.5 - 122, approximately a 90 rank difference. In contrast, business and other (home economics, agricultural/environmental) rated competencies similarly. These similarities and differences are difficult to interpret due to the small number of participants in the public service or "other" category and the fact that many participants made no response to the subject area category.

The subject area rank orders did relate to their field and appeared to reflect the job-related needs and values. For example, the health area tended to rank health-related competencies such as "health examination" and "personal hygiene" higher than the other areas or the overall group rank order. The industrially-related area also gave a higher priority to "safety in the home and on the job."

Generally, rank orders of competencies by ethnicity were similar to each other and to the overall rank order. However, this group rated "health examination" slightly higher than the overall group. Major differences across categories were evident in the rating of "respect for the law," which was ranked 122 by Spanish surnamed participants and 50-75 by the other categories. Some differences were also notable for "women in the work force," which was ranked 61 by Spanish surnamed and 100.5 by black participants.

The region (school location and affiliation) indicated little difference to the overall group rank order or between categories.

SECTION 5

CONCLUSION

The participants from major demographic groups displayed many areas of agreement about vocational education priorities. Twenty competencies that received high ratings were essentially consistent between demographic group categories and among groups and the overall ranking. Divergencies between the groups occured at the middle and the lower end of the continuum. A low priority area of competencies across all groups was leisure. As Dawson (1977) found, when participants rated competencies for the adult diploma program, "It is not surprising that what may be interpreted as 'bread and butter' skills were considered much more important than what are often referred to as 'frills' in the educational program."

The conclusions drawn from this research must be interpreted in light of other reasearch findings. Unfortunately, very little research has been conducted which addresses itself specifically to the questions examined by this study. The one notable exception was the research reported by Dawson (1977) which, in general, supports the findings reported in this study. The major exception is that Dawson (1977) reported overall main effects on the competency rating for consitituent group and ethnicity which were not supported by our findings. Care must be taken when comparing these results. The two research endeavors, although similar in nature, differed consider-

ably in design. There were also differences in the population participating in the prioritizing activity, procedural implementation and statistical analysis. To a large degree this could explain the differences in the results.

Interpretations and generalizations concerning the findings of this study must be considered with the limitation imposed by the experimental design. A major limitation was the method of selecting the participants. It can be argued that teachers who belong to committees and community members who participate on community councils are not representative of the population involved in vocational education. As a result, selection bias limited both the internal and external validity of the study. Therefore, there are severe limitations as to the generalizability of the data included in this study of groups in the district and other populations in other areas. The data may, however, suggest phenomena that can be found elsewhere.

Other limitations to validity concern the data collection methodology. First, there was a possibility of an experimenter effect in which the knowledge of the study's focus and the priorities indicated by the slide/tape presentation shaped participants responses. Secondly, the slide/tape presentation may have caused a multiple treatment effect. The procedural sequence of first seeing the slides and then rating the survey poses the question, "To what extent was the competency rating influenced by the

slide/tape presentation?" Thirdly, rater error could have influenced the results. For example, a participant within a group could have tended to rate competencies high, in the middle, or low and thus influence the mean of a sub-category.

Table 9 presents a comparison of the mean ratings assigned the competencies by each of the categories within the groups. It can be seen that previous students tended to rate the competencies higher than the other groups. Harbor Occupation Center provided the next highest ratings, followed by the age group 41-55. The health category rated the competencies the lowest. Translation of the mean ratings into rank order compensates, to some extent, for this problem.

The results were affected by the participants' ability to understand instructions, their cooperation and their attention span. The latter was partially controlled by the random ordering of competencies and random ordering of the page sequence. Even though leaders reported few problems in regard to these issues, there may have been misunderstanding based on the inability to read, lack of knowledge of the terms used, variations in ability to handle competencies as concepts and inexperience in the task of rating.

Finally, the statistical analysis procedure limited interpretation of the results. No statistical analysis was made to determine if any group had a main or interacting effect upon the data. In addition, large differences oc-

TABLE 9

Comparision of Mean Competency Ratings
and Range of Means for
Demographic Groups

ROLE

	Mean Ratings (of 138 Competencies)	Range of Rating Means
Student	2.417	1.26 - 3.47
Previous Student	2.627	1.41 - 3.63
Educator	2.437	1.16 - 3.67
Community Member	2.370	1.12 - 3.61

AGE GROUP

	Mean Ratings (of 138 Competencies)	Range of Rating Means
Under 25	2.453	1.32 - 3.46
26 to 40	2.342	1.20 - 2.44
41 to 55	2.500	1.24 - 3.66
Over 56	2.390	1.18 - 3.48

SUBJECT AREA

	Mean Ratings (of 138 Competencies)	Range of Rating Means
Health	2.205	1.14 - 3.50
Business	2.395	1.12 - 3.50
Public Service	2.338	1.00 - 3.57
Industrial Education	2.496	1.27 - 3.45
Other	2.438	1.19 - 3.66

ETHNICITY

	Mean Ratings (of 138 Competencies)	Range of Rating Means
Black	2.349	1.20 - 3.47
Spanish Surname	2.408	1.36 - 3.39
White	2.465	1.20 - 3.57
Other	2.439	1.20 - 3.42

TABLE 9
Continued

Comparision of Mean Competency Ratings
and Range of Means for
Demographic Groups

REGION

	Mean Ratings (of 138 Competencies)	Range of Rating Means
CCOC	2.492	1.25 - 3.54
ELAOC	2.399	1.08 - 3.56
HOC	2.563	1.27 - 3.61
MSC	2.287	1.14 - 3.51
NVOC	2.353	1.22 - 3.52
WSC	2.350	1.17 - 3.37
WVOC	2.424	1.13 - 3.60

cured in the numbers of participants within group categories, making comparisons of them difficult.

IMPLICATIONS

The results of this study suggest methodological implications for the use of the Competency Rating Survey. Recognizing the limitations of the procedure, the Survey still appears to be an economical and simple instrument to compare and contrast priorities with those of other individuals or groups. The Survey could, therefore, be used to assess the priorities of diverse members of the educational constituency in order to: 1) identify areas of agreement and conflict between demographic categories: 2) assist individuals in clarifying their personal priorities as the first step in goal setting; and 3) plot changes in priorities which, over time, require reevaluation of policy and practice in curriculum.

Any findings concerning the effects of constituent group membership, subject area, ethnicity or school location have social and educational implications. While common elements of socialization within American culture result in priority patterns which are more similar than dissimilar, the priorities which are unusual among groups reflect discrepancies which exist within our society. These descrepancies may indicate the degree to which our educational and social institutions are meeting the human needs of the various groups they serve. Curriculum developers need to evaluate the discrepancies to decide what responsibilities the schools

should take in meeting individual group needs.

IMPLEMENTATION OF RESEARCH RESULTS

An important feature of this study and the Life Skills for Job Success Project was the incorporation of an on-going dialogue among the project staff, students, educators and the community. The results of the study were disseminated to students, educators and community members who participated in the competency survey (Appendix H). Receiving the results provided feedback to the participants and continued the communication among the relevant constituency.

Based on the research results, a list of competency-based education modules was compiled, as is shown in Appendix I. Some of the modules varied from the 24 highly-rated competencies, because a few had already been developed for the Los Angeles Competency-Based Adult Diploma Project.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. Data about the priority of competencies obtained from the Survey rating method need to be corroborated with evidence from idiographic and field approaches which examine the organization and use of competencies by individuals within real life situations. The development and pilot testing of modules of the highly-rated competencies, the second objective of the Life Skills for Job Success Project, will provide some of this information.
2. Research data are necessary to determine how different groups and individuals define each competency in the Competency Rating Survey, because the verbal statements

identifying the competencies could have different meaning depending upon the individual.

3. Reevaluation of the data, using a different form of statistical analysis, would be useful to determine if there is statistical significance to the differences in the rank orders of different groups.
4. A replication of this research, utilizing a different sample and employing random selection techniques, is necessary. Assessment of the educational priorities of a broad base of educational constituents is expensive in time and in other resources, however, and perhaps the procedure could be refined.
5. Statistical significance has been demonstrated for similarities in educational priorities among various subgroups. Further research is necessary to determine how the priorities differ from educational practice. In addition, one must investigate how to facilitate the implementation of the most highly-rated competencies into educational policy and planning. This is the third objective of the Life Skills for Job Success Project and will be discussed in the final report.

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GLOSSARY

ADULT PERFORMANCE LEVEL STUDY (APL)

APL was a national assessment project conducted by the University of Texas at Austin. The project (1) developed and validated a series of objectives which comprise adult functional competency, (2) conducted a series of national assessments of performance of adults with respect to those objectives, and (3) created a prototype test of adult functional competency.

BASIC SKILLS

The skills (tools) an individual needs in order to grow and interrelate with his/her environment. In this project the basic skills are considered to be: reading, writing, speaking, listening, interacting, doing, creating, computing, problem solving, and choosing.

COMMUNITY ADULT SCHOOLS

The purpose of the community adult school is to provide educational and training programs which will enable older youth and adults to function more effectively within their communities and the larger American society. Stated differently, community adult schools programs permit the individual to advance from one level of educational or occupational development to another, in the most expeditious fashion. These broad goals are accomplished through programs of basic and general education leading to elementary and high school diplomas; prevocational and vocational training; education in the humanities, fine arts, and music fields; family life, health, and citizenship education; and education for non-English speaking persons.

Curricula, courses of study, location of classes, and time schedules are adapted to the requirements of specific instructional situations. Community adult school classes are held in parent school and branch school locations during day and evening hours, Monday through Friday, with selected educational offerings available.

COMPETENCY

A developed knowledge, attitude or skill that is observable, that can be transferred from a learning situation to a real-life situation, and that involves the production of a measurable outcome.

COMPETENCY-BASED INSTRUCTION

Instruction provided to people whose progress is evaluated by the ability to perform certain tasks rather than by the accumulation of credits.

COMPETENCY RATING ACTIVITIES

Procedures to be carried out in order to involve a wide range of educational constituents concerned with vocational education in the identification of the everyday life competencies crucial to success in the world of work. The activities will require the rating of already-written competency specifications based on how crucial they are to job success.

CURRICULUM COUNCIL

A group of administrators, counselors, and teachers established in the Los Angeles Unified School District Division of Career and Continuing Education for the purpose of making recommendations regarding the definition and improvement of curriculum content and policy.

FORMATIVE EVALUATION

The evaluation of an educational program which is still in some stage of development. The formative evaluation data are translated into program improvements.

FUNCTIONAL COMPETENCIES (FUNCTIONAL SKILLS, EVERYDAY-LIFE COMPETENCIES)

Competencies which are considered essential to a person in order for that person to function as an adult in today's society. In this project the areas of functional competence are: citizenship, consumerism, leisure, home and family life, work, health.

GUIDANCE COUNCIL

A group of administrator, counselors, and teachers established in the Los Angeles Unified School District Division of Career and Continuing Education for the purpose of making recommendations related to guidance services (including student programs, career guidance, personal guidance).

INSTRUCTIONAL MODULES

Sets of materials to be used by students/teachers for instruction in specified areas of study. These sets of materials will include behavioral objectives, pre and post tests, instructional material (print and non-print media), community resource experiences and instructor's directions.

LEARNING CENTER COMMITTEE

A sub-committee of Curriculum Council comprised of representatives from Learning Centers. Learning Centers are study laboratories for individualized courses.

MDTA

Manpower Development Training Act (under which the skills centers were originally funded).

PERFORMANCE INDICATORS

Tasks which an individual can perform which indicates acquisition of a given competence.

PILOT TESTING

A program instituted to test, evaluate and revise a project in its formative state prior to putting it to wider use.

ROC - REGIONAL OCCUPATIONAL CENTERS

The Regional Occupational Centers provides an opportunity for trainees to qualify for specific job skills in as short a time as is practical in fields that indicate a definite need. The primary objective of the Center is to prepare persons for effective entrance into employment and to upgrade those already employed. For those who are undecided, a special Counseling Center designed to help students make career and occupational decisions is available day and evening. New training classes are inaugurated throughout the school year in an attempt to meet the challenge of vocational education today. There are five Regional Occupational Centers in the Los Angeles Unified School District.

ROP - REGIONAL OCCUPATIONAL PROGRAMS

The Regional Occupational Programs are designed to provide special and intensive training in specific job-entry level skills in a wide variety of occupations with the objective of immediate employment at the

completion of the course. These courses are offered in areas of proven need and an attempt is made whenever possible to use the business and industry as the classroom.

SKILLS CENTERS

The skills centers provide a comprehensive retraining program for disadvantaged individuals, with empahsis on the chronically unemployed. Special consideration is given to minority involvement, although all groups are welcome. The program is based on skill training, and includes supportive services such as work orientation, pre-vocational training, individual and group counseling, communicative and basic education skills.

The Center's staff works closely with community, private, and government agencies and with private industry to assure that the training and services are relevant to the trainee, the employer and the community.

SUMMATIVE EVALUATION

The evaluation of an educational program intended to provide data for the validation of the techniques and materials which make up the program. Summative evaluation can be considered the final major evaluation of the program prior to its public release.

SURVIVAL SKILLS

Those skills which are necessary for an individual to possess in order to be able to live without the complete dependence on other individual.

APPENDIX A

ADULT COMPETENCY-BASED EDUCATION AT-A-GLANCE

LOS ANGELES UNIFIED SCHOOL DISTRICT

LOS ANGELES UNIFIED SCHOOL DISTRICT

DIVISION OF CAREER AND CONTINUING EDUCATION

Adult Competency-Based Education at-a-Glance

THE PAST

9/75-6/76 A subcommittee of the Guidance Council composed of teachers, counselors and administrators investigated a wide range of programs throughout the nation concerned with competency-based curriculum, instruction and evaluation; compiled a resource file; wrote a philosophical statement; developed a tentative model; conducted a functional reading needs assessment; and pilot tested several CBE assessments.

7/76-9/76 A committee composed of eight teachers finalized the Model for a Competency-based Diploma Program for Adults; wrote a comprehensive set of 139 functional competencies; investigated CBE instructional and assessment materials; and outlined a proposal for the further development and implementation of a Competency-based Diploma Program for Adults.

10/76-6/77 A five-member project team conducted a competency-preferencing activity with 457 adult education students, teachers, administrators and community to determine their priorities among the 139 functional competencies; established and maintained working liaisons with the Division's consensus organizations; designed a prototype model for the development of Competency-Achievement Packets (CAPs) to be used to teach adult functional competencies; wrote two proposals for special funds, both of which received awards; developed first drafts of four CAPs; selected four pilot locations; and made numerous local, state and national presentations.

7/77-10/77 Project team continued its work under a joint venture of 306(A4) and District funds; conducted a four day in-service for approximately 25 pilot school personnel; completed CAPs on Voting, Automobile Safety, Budgeting and Metrics; established role of facilitator with pilot schools; initiated CAPs into existing courses at pilot locations.

THE PRESENT

11/77-7/78 The Adult Competency-based Diploma Project (joint venture) will develop, pilot test at 4 community adult schools, evaluate, revise and recycle 20-25 Competency Achievement Packets (CAPs) for the functional competencies which received the highest ratings; conduct three in-service sessions; convene four resource council meetings; develop a management plan for implementing CBE; continue participation in CALCOMP and the CBE State Consortium.

10/77-10/78 The Life Skills for Job Success project (VEA grant) will conduct a survey of approximately 300 adult vocational education students, school personnel and employers to determine which of the 139 functional competencies are most crucial to job success; establish and confer with a resource council; conduct four in-service sessions with pilot school personnel; develop, pilot test in four vocational programs, evaluate, revise and recycle 20-25 Competency-Achievement Packets (CAPs); design and test a management plan for linking adult vocational and life skills education.

THE FUTURE

9/78-8/79 The Adult Competency-based Diploma Project will pilot test the complete functional competency component of the model program in 4-8 sites; develop the "advanced specializations" component of the model; and continue in-service and resource council activities.

9/79-8/80 The Project will pilot test the complete Competency-based Diploma Program in approximately ten locations; plan for Division-wide implementation; and continue in-service and resource council activities.

9/80-6/81 The Competency-based Diploma Program will be implemented on a Division-wide basis.

APPENDIX B

LIST OF COMPETENCIES

YOU, THE CITIZEN

1. Understand the Way in which the California State Government is Organized and its Responsibilities and Duties.

2. Understand how the Individual Contributes to the Causes of Environmental Problems and is Responsible for Solutions to Environmental Problems.

3. Understand the Ways in Which What Happens in the United States Affects Other Parts of the World and What Happens in Other Parts of the World Affects the United States.

4. Understand People's Basic Rights Which Are Included in the United States Constitution, Bill of Rights and other Amendments.

5. Be Aware of the Current Issues Facing the Citizens of the United States.

6. Understand the Major Purposes and Characteristics of the American Economic System.

7. Understand the Organization, Resposibilities and Duties of the Executive Branch of Local, State and National Governments.

8. Understand and Use Positive Interpersonal Skills in the Variety of Groups in which You Participate.

9. Understand the Purposes, Organization, Responsibilities and Procedures of the Judicial System.

10. Be Aware of Where to Go and Who to See for Legal Services.

11. Understand the Process of Legislation and how the Individual Citizen Can Affect the Process.

12. Understand the Way in which Local Forms of Government are Organized Their Responsibilities and Duties and How They Differ from State and National Goverment.

13. Understand Major Historical Developments in the United States and California That Have Affected Citizens Today.

14. Understand the Rights and Resonsibilities of the Non-Citizen.

15. Understand and Appreciate the United States as a Multicultural and Multiracial Society.

16. Understand the Functions and Organization of Political Parties.

17. Understand the Functions and Tactics of Pressure Groups and Lobbyists and Their Influence on Events in the United States and the World.

18. Recognize the Importance of Support for the Law in a Democratic Society.

19. Understand and Exercise the Responsibilities of Citizenship.

20. Understand the Relationship Between Government Services Provided Through Social Legislation and the Federal, State and Local Tax Systems.

21. Know Sources of Information About Political Issues and Critically Interpret the Information.

22. Understand the Organization of the United States Government and its Responsibilities and Duties.

23. Understand the Nature and Personal Implications of Laws/Codes Affecting Vehicle Drivers, Owners and Passengers.

24. Understand and Be Able to Use Words and Terms Related to Citizenship.

25. Understand the Responsibilities, Qualifications and Procedures for Registering to Vote and Voting.

26. Understand and Use Advertisements in Making Buying Decisions.

27. Know How to Buy, License, Insure, and Maintain a Car.

28. Understand the Services Offered by Banks, Savings and Loan Associations, and Credit Unions.

29. Know the Purposes and Methods of Budgeting and Financial Record Keeping.

30. Be Familiar with Catalogue and Coupon Buying.

31. To Understand and Use the Principles of Comparison Shopping.

32. Understand the Relationship Between the Quality of the Environment and Our Values, the Way We Live and the Way We Use Goods and Services.

33. Understand the Purposes, Procedures and Consequences of Consumer Contracts.

34. Know How to use Consumer Guides to Help Make Buying Decisions.

35. Know About Local, State and Federal Agencies and Laws that Protect the Consumer.

36. Understand Consumer Rights and Responsibilities.

37. Understand How Values, Goals, and the Way We Live Influence the Way We Buy and Use Goods and Services.

38. Understand and Be Able to Use Common Consumer Words.

39. Understand the Values and Uses of Credit.

40. Know How to Order and Pay for Meals in a Restaurant.

41. Be Aware of the Educational Services in Your Community and Ways to Meet Educational Expenses.

42. Know the Purpose of Food Stamps and Proper Methods of Buying and Using them.

43. Understand the Purpose and Coverage of Different Kinds of Insurance.

44. Understand and Use the Information on Labels to Make Buying Decisions.

45. Understand Financial Plans such as Investments, Mutual Funds and Retirement Plans.

46. Know the Location, Use, and Advantages/Disadvantages of the Different Kinds of Public Transportation.

47. Understand the Purposes and Methods of Saving Money.

48. Understand the Relationship Between Procedures and Consumer of Goods and Services and its Effect on Prices.

49. Undrstand Sales, Income, Property and Other Taxes.

50. Understand Metric and English Systems of Weights and Measures.

YOU, THE HEALTHY PERSON

51. Understand how the Human Body Functions.

52. Understand Good Health Practices in Taking Care of Children.

53. Be Familiar with the Causes, Symptoms, Prevention and Treatment of Major Chronic Diseases.

54. Be Familiar with the Causes, Symptoms, Prevention and Treatment Of Common Communicable Diseases.

55. Be able to Identify and Explain the Services Provided by Community Health Services.

56. Understand The Causes, Effect, Prevention and Treatment of Health Problems Related to Drugs, Cigarettes and Alcohol.

57. Be prepared To Act Effectively In Cases Of Emergency Or Injury.

58. Know the Importance of Regular Check-Ups.

59. Plan for Medical Insurance and be Aware of Available Financial Aid for Medical or Health Care.

60. Recognize Medical Quakery and Frauds, and Know How To Handle Frauds, Quacks and Malpractice.

61. Understand Basic Physiological and Psychological Terms in Order To Report Symptoms, Ask Questions and Follow a Doctor's Directions.

62. Understand The Importance Of Good Personal Hygiene and Know Correct Body Care Practices.

63. Understand The Importance Of Exercise, Rest, Sleep And Nutrition and Practice Good Physical Fitness Habits.

64. Know Causes, Effects and Prevention of Various Forms of Environmental Pollution.

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65. Understand The Meaning of Mental Health and its Importance to the Total Health of a Person.

66. Recognize The Danger Signals Which Mean That a Person Should Seek Professional Psychological Help.

67. Know The Proper Responses To Automobile Emergencies and Accidents.

68. Know Basic Safety Measures That Help Prevent and Injuries At Home and on the Job.

69. Know the Causes, Symptoms, Preventive Measures and Treatments of Veneral Disease.

70. Know Where To Go and How To Buy and Finance a Home.

71. Know the Correct Ways to Select, Purchase and Care for Clothing.

72. Be Familiar with Community Resources that can Help with Family Needs or Problems.

73. Be Aware of Community Resources that can Meet Housing Needs or Problems.

74. Understand the Importance and Know Ways of Conserving Energy in the Home.

75. Be Aware of the Possible Causes, Effects and Treatment of Special Family Needs such as the Aged, Physically Handicapped, Mentally Retarded, Emotionally Disturbed and Terminally Ill.

76. Understand the Purpose and Methods of Family Planning and its Physical, Psychological and Religious Aspects.

77. Be Able to make Good Decisions When Buying Furniture and Large Appliances.

78. Understand the Interlocking Roles and Responsibilities of the School and Home.

79. Know the Proper Use and Care of Supplies and Equipment Used for Home Maintenance and Repairs.

80. Identify Family or Individual Housing Needs and Find Realistic Ways to Meet Them.

81. Understand Human Growth and Development from Infancy Through Old Age.

82. Understand Human Reproduction and its Physical and Psychological Effects.

83. Apply Effective Interpersonal Skills and Knowledge in Relationships with Family Members.

84. Manage time, energy and family finances effectively.

85. Plan Meals, Buy, Store, Prepare And Serve Nutritious Food, Keeping In Mind Family Needs, Tastes And Budget.

86. Understand Rental Agreements And Leases.

87. Understand The Legal, Moral, Cultural And Societal Responsibilities Of Being A Parent.

88. Understand Sexual Expression, Recognize Symptoms Of Sexual Problems And Know Where To Go For Help.

89. Understand The Emotional, Social And Financial Needs Of Parents And Children In Single-Parent Homes.

90. Know Ways Of Solving Family Problems.

91. Provide Accurate Information About Reproduction And Sex At Correct Stages In A Child's Life.

92. Be aware Of Changing Ideas About Family Relationships And Respect People's Choices.

93. Be Familiar with Facilities Where You Can See Different Kinds of Art Displayed.

94. Appreciate the Revitalizing Benefits of Recreation.

95. Be Aware of Community Groups and Organizations Which Serve Recreational, Cultural, Social and/or Self-Improvement Needs.

96. Understand Ways In Which Leisure Activities Affect the Quality of the Environment and How Environmental Conditions Affect Leisure Activities.

97. Possess the Skills and Interest to Enjoy a Hobby.

98. Be Familiar with a Variety of Activities Which Can Be Enjoyed by a Family or a Group in the Home.

99. Know How to Make a Home More Attractive, More Comfortable, More Convenient.

100 Be Familiar with Facilities in Your Community Where You Can Receive Instruction in a Craft, Skill or Academic Subject.

101 Evaluate Your Own Interests, Abilities and Values that May Affect Your Leisure Decisions.

102 Know How to Gather and Use Information to Make Leisure Decisions.

103 Understand How Leisure Activities Change as a Person's Interests, Needs, Values and Abilities Change.

104 Recognize the Large Amount of Leisure Time Available, Now and in the Future.

105 Be equainted with and Use the Services Regularly Offered By Your Local Libraries.

106 Be Aquainted with Places of Interest in your community.

107 Know How to Locate, Select and Appreciate Musical and Theatrical Performances.

108 Know How to Plan a Trip, Making Use of Maps, Schedules, and Travel Agencies.

109 Be Familiar With the Many Types of Reading for Pleasure.

110 Know How to Make Use of Your Own Talents to Serve the Needs of Others.

111 Be Familiar With Sources of Information for Films, Radio Programs, Television Shows, Records and Tapes.

112 Be Familiar with Facilities Where You Can Participate In or Observe Athletic Activity.

113 Be Able To Participate in at Least One Individual Athletic activity. and One Team Sport.

114 Be an Informed Spectator in at Least One Sport.

115 Appreciate the Value of Being Able to Spend Time Alone "Doing Nothing."

116 Be Familiar with a Variety of Places to Visit in Your Own Region, in Other Parts of the Country, and in Foreign Lands.

117 Use the Common Forms of Mass Media with Discrimination.

YOU, THE WORKER

118 Know how to Apply for a Job, Including how to Prepare a Resume, Write a Letter of Application and Complete Application Forms.

119 Understand Own attitudes and the Attitudes of Others Toward Work.

120 Possess Skills Useful in the World of Work: Numerical, Communication, Manual, and Problem-Solving.

121 Know how to Gather and use Information to Make Career Decisions.

122 Understand Career Ladder and how one can Continually Upgrade Skills and Abilities to Obtain More Satisfying Work.

123 Know the Major Duties, Required Abilities and Types of Work Conditions of Different Career Fields.

124 Understand and be Able to Select and Use the Services of Public and Private Employment Agencies.

125 Understand Rules, Regulations, Procedures and Practices Related to Employee Wages, Wage Deductions, Benefits and Working Conditions.

126 Understand how Change in Society and Technology Affect Employment Requirements and Availability and be Familiar with the Resulting Trends in Employment.

127 Understand the Meaning of Equal Opportunity and the Rights and Responsibilites of Both Employers and Employees.

128 Be aware of Things Which May Lead to Promotion and those things Which May Lead to Loss of Job or Demotion.

129 Possess the Interpersonal Skills Needed to Work Effectively with Supervisors, Co-Workers and Others.

130 Understand the Purposes and Procedures of Job Interviews and Demonstrate Acceptable Interview Behavior.

131 Evaluate Own Interests, Abilities, Goals and Values that may Affect Career Decisions.

132 Understand the Purposes and Practices of Labor Unions and Their Effects On Society, Industry and the Individual Worker.

133 Understand that Career Development is Life-long and is Based on a Person's Educational and Occupational Choices.

134 Relate Own Abilities, Interests, Goals and Values to Different Career Field Requirements.

135 Know of and be able to use Sources of Employment Information(Radio, TV, Newspapers, Trade and Professional Journals, and Personal Contacts)

136 Understand the Value Work Has for Individuals.

137 Understand the Value of Work to Society.

138 Understand and Appreciate the Contributions and Special Problems of Employed Women and Know of Ways to Overcome the Problems.

139 Understand and Use Commonly Used Words Relating to Work.

APPENDIX C

COMPETENCY RATING SURVEY

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF CAREER AND CONTINUING EDUCATION
LIFE SKILLS FOR JOB SUCCESS

This is an activity in which you will present your opinion about what life skills are crucial to job success. It is not a test. It is a survey to determine the life skills which should be included in a vocational program.

PARTICIPANT INFORMATION SECTION I

Before we begin the activity, we are going to ask you for some information. All responses are confidential, anonymous and voluntary. Please DO NOT sign your name.

For the following items, decide which number applies to you. CLEARLY write the appropriate number in the box to the right of the statement. Please ignore the numbers to the right of the box. They are for project use only.

Identification number 00384 _ _ _ _ _ 1 2 3

PLEASE WRITE YOUR RESPONSE HERE

Write the number which corresponds to your role. ☐ 4

1. present student
2. previous student
3. teacher/administrator/counselor
4. employer/community member

Write the number which indicates your age group. ☐ 5

1. 25 and under
2. 26-40
3. 41-55
4. 56 and over

Write the number which indicates your racial/ethnic classification. ☐ 6

1. American Indian (native American)
2. Asian American or Pacific Islander
3. Black
4. Mexican American (Chicano)
5. other Spanish surname
6. White
7. other

If you are a student, teacher or employer, write the number of the appropriate subject area. If you are a counselor or administrator, write number 7 (none of these). [ ] 7

1. Health
2. Business
3. Home Economics
4. Agricultural and Environmental
5. Public Services
6. Industrial Education
7. none of these

Write the number which corresponds to your sex. [ ] 8

1. Male
2. Female

Write the number of the regional occupational or skills center with which you interact the most. [ ] 9

1. Central City Occupational Center
2. East Los Angeles Occupational Center
3. East Los Angeles Skills Center
4. Harbor Occupational Center
5. Metropolitan Skills Center
6. North Valley Occupational Center
7. Watts Skills Center
8. West Valley Occupational Center

Now we are ready to begin the activity.

COMPETENCY RATING

This activity provides a list of everyday life competencies. Think how important each competency is for job success. Decide whether it is EXTREMELY IMPORTANT, IMPORTANT, SOMEWHAT IMPORTANT, or NOT IMPORTANT FOR JOB SUCCESS.

When you have decided, write the appropriate answer in the box to the right of the competency. Be sure to write your answer CLEARLY. Do this for every item. Try to VARY YOUR RESPONSES so that you use each of the four ratings. If you have difficult in rating a competency, come back to it later. Please ignore the numbers to the right of the boxes. They are for project use only.

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Understand how to prepare a resume, write a letter of application, complete application forms and develop potential employment resources.	☐	51
Know how to order and pay for meals in a restaurant.	☐	52
Understand and use employment information (radio, TV, newspaper, trade and professional journals, and personal contacts).	☐	53
Understand the organization and responsibilities of the United States government.	☐	54
Know the causes, symptoms, prevention and treatment of common communicable diseases.	☐	55
Understand your basic rights which are included in the Constitution, Bill of Rights and other amendments.	☐	56
Understand how leisure activities affect the environment and how environmental conditions affect leisure activities.	☐	57
Understand how a person's educational and occupational choices affect career development throughout life.	☐	58
Understand how the functions and tactics of pressure groups such as lobbyists influence events in the United States and the world.	☐	59
Understand words related to citizenship.	☐	60
Understand how changes in society and technology affect employment openings and requirements.	☐	61
Be familiar with the many types of reading for pleasure.	☐	62
Appreciate the revitalizing benefits of recreation.	☐	63
Evaluate your own interests, abilities and values which affect your leisure decisions.	☐	64

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Understand the importance and methods of good personal hygiene.	☐	23
Know where to go and how to buy a home.	☐	24
Understand the possible causes, effects and treatment of special family needs such as the aged, physically handicapped, mentally retarded, emotionally disturbed and terminally ill.	☐	25
Be prepared to act effectively in cases of emergency or injury.	☐	26
Understand the meaning and importance of mental health to the total health of a person.	☐	27
Understand how you can affect the legislative process.	☐	28
Be aware of available financial aid for medical or health care including medical insurance.	☐	29
Know how to buy, store, prepare and serve nutritious food, considering family needs, tastes and budget.	☐	30
Understand the use of label information in making buying decisions.	☐	31
Understand the values and uses of credit.	☐	32
Understand human reproduction and its physical and psychological effects.	☐	33
Understand the qualifications, procedures and responsibilities for registering to vote and voting.	☐	34
Understand sexual expression and recognize problems and sources of help.	☐	35
Recognize the large amount of leisure time available, now and in the future.	☐	36

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Understand the purposes and characteristics of the American economic system.	☐	37
Understand how the human body functions.	☐	38
Understand the purposes and methods of budgeting and financial record keeping.	☐	39
Understand the functions and organization of political parties.	☐	40
Be an informed spectator in at least one sport.	☐	41
Know how to make a home more attractive, more comfortable, more convenient.	☐	42
Understand the organization and responsibilities of our California state government.	☐	43
Be able to identify and explain available community health services.	☐	44
Understand the purposes and methods of saving money.	☐	45
Provide accurate and appropriate information about reproduction and sex at different stages in a child's life.	☐	46
Know how to select, purchase and care for clothing.	☐	47
Understand basic medical terms to report symptoms, ask questions and follow a doctor's directions.	☐	48
Know how to buy, license, insure and maintain a car.	☐	49
Understand the rights and responsibilities of the non-citizen.	☐	50

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Recognize the danger signals which indicate a person should seek professional psychological help. ☐ 107

Be aware of the advantages/disadvantages of changing traditional ideas about family relationships. ☐ 108

Know how the causes, effect, prevention and treatment of health problems are related to drugs, cigarettes and alcohol. ☐ 109

Know how to plan a trip, making use of maps, schedules, and travel agencies. ☐ 110

Be able to participate in at least one individual recreational activity and/or one team sport. ☐ 111

Understand the relationship between government services provided through social legislation and the federal, state and local tax systems. ☐ 112

Be familiar with facilities where you can see different kinds of art displayed. ☐ 113

Understand the different kinds of insurance coverage and their purposes. ☐ 114

Understand the purposes, organization, procedures and responsibilities of our Judicial system. ☐ 115

Possess the skills and appreciation of a hobby. ☐ 116

Be familiar with facilities in your community where you can receive instruction in a craft, skill or academic subject. ☐ 117

Know current issues facing United States citizens. ☐ 118

Understand how to select and use the services of public and private employment agencies. ☐ 119

Understand and use commonly used words relating to work. ☐ 120

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Understand how events in the United States affect other parts of the world and how events in other parts of the world affect the United States.	☐	135
Understand the contribution of work to society.	☐	136
Understand what behaviors may lead to a promotion in contrast to those which may lead to the loss of job.	☐	137
Understand and use advertisements in making buying decisions.	☐	138
Understand human growth and development from infancy through old age.	☐	139
Understand family or individual housing needs and realistic ways to meet them.	☐	140
Be familiar with catalogue and coupon buying.	☐	141
Understand the relationship between the consumption of goods and services and prices.	☐	142
Evaluate how your own interests, abilities, goals and values may affect career decisions.	☐	143
Understand the organization and responsibilities of our executive branch of local, state and national governments.	☐	144
Understand how our environment affects our values, the way we live and use of goods and services.	☐	145
Understand the legal, moral, cultural and societal responsibilities of being a parent.	☐	146
Understand sales, income, property and other taxes.	☐	147

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Understand how values, goals and the way we live affect our use of goods and services.	☐	93
Understand the purposes and methods of buying and using Food Stamps.	☐	94
Know laws and local, state and federal agencies that protect the consumer.	☐	95
Identify locations and advantages/disadvantages of the different kinds of public transportation.	☐	96
Understand the purposes, procedures and consequences of consumer contracts.	☐	97
Know where and how to obtain legal services.	☐	98
Understand how local forms of government differ from state and national government in organization and responsibilities.	☐	99
Be familiar with sources of information concerning films, radio programs, television shows, records and tapes.	☐	100
Understand the emotional, social and financial needs of families in single parent homes.	☐	101
Understand a variety of methods and resources for solving family problems.	☐	102
Understand how you contribute to and are responsible for solutions to environmental problems.	☐	103
Possess basic work-related skills such as communication, manual, problem-solving and numerical.	☐	104
Know of facilities where you can participate in or observe athletic activity.	☐	105
Understand the importance of exercise, rest, sleep and nutrition habits.	☐	106

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Understand the purposes and practices of labor unions which affect society, industry and the individual worker.	☐	65
Know the causes, symptoms, prevention and treatment of major chronic diseases.	☐	66
Understand common consumer words.	☐	67
Understand metric and English systems of weights and measures.	☐	68
Understand good health practices in taking care of children.	☐	69
Be able to use consumer guides to help make buying decisions.	☐	70
Understand how leisure activities change as a person's interests, needs values and abilities change.	☐	71
Understand the interlocking roles and responsibilities of the school and home.	☐	72
Know how to make use of your own talents to serve the needs of others.	☐	73
Know how to make decisions when buying furniture and large appliances.	☐	74
Understand rules, regulations, procedures and practices related to employee wages, deductions, benefits and working conditions.	☐	75
Be aware of community resources that can meet housing needs or problems.	☐	76
Understand how to gather and use information about your career.	☐	77
Understand the meaning of "Equal Opportunity" from the employer's and employee's viewpoint.	☐	78

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Know the proper use and care of supplies and equipment used for home maintenance and repairs.	☐	79
Be aware of the educational services and ways to meet educational expenses in your community.	☐	80
Understand the services offered by banks, savings and loan associations, and credit unions.	☐	81
Understand financial plans such as investments, mutual funds and retirement plans.	☐	82
Be familiar with different types and services of community resources that can help with family needs or problems.	☐	83
Be aware of community groups and organizations which serve recreational, cultural, social and/or self-improvement needs.	☐	84
Appreciate the value of being alone "doing nothing".	☐	85
Know how your support for the law in a democratic society affects you.	☐	86
Understand use of comparison shopping principles.	☐	87
Know and interpret sources of information about political issues.	☐	88
Understand the contributions of employed women and know their problems and possible solutions to them.	☐	89
Understand "career ladder" and how you can continually upgrade skills to obtain more satisfying work.	☐	90
Understand how to respond effectively to automobile emergencies and accidents	☐	91
Understand and exercise the responsibilities of citizenship.	☐	92

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Be familiar with a variety of activities which can be enjoyed by a family or a group in the home.	10
Understand the laws/codes affecting you as a vehicle driver, owner and passenger.	11
Appreciate the United States as a multicultural and multiracial society.	12
Be acquainted with and use the services regularly offered by your local libraries.	13
Apply effective interpersonal skills in relationships with family members.	14
Understand use of positive interpersonal skills in a variety of groups.	15
Recognize medical quackery and frauds and know how to handle them.	16
Understand the importance of regular medical check ups.	17
Understand the importance and ways of conserving energy in your home.	18
Understand the value work has for individuals.	19
Know the duties, abilities and work conditions of different career fields.	20
Know the basic safety measures for preventing injuries at home and on the job.	21
Understand rental agreements and leases.	22

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Be acquainted with places of interest in your community.	☐	121
Understand own attitudes and the attitudes of others toward work.	☐	122
Know how to gather and use information to make decisions on leisure.	☐	123
Understand how major historical developments in the United States and California affect citizens today.	☐	124
According to your values, know how to locate, select and appreciate musical and theatrical performances.	☐	125
Use the common forms of mass media with discrimination.	☐	126
Manage time, energy and family finances effectively.	☐	127
Be familiar with a variety of places to visit in your own region, in other parts of the country, and in foreign lands.	☐	128
Understand acceptable employment interview behavior.	☐	129
Understand the purpose and methods of family planning including physical, psychological and religious aspects.	☐	130
Understand the interpersonal skills needed to interact effectively with supervisors, co-workers and others.	☐	131
Relate own abilities, interests, goals and values to different career field requirements.	☐	132
Understand consumer rights and responsibilities.	☐	133
Know the causes, symptoms, preventive measures and treatments of veneral disease.	☐	134

APPENDIX D

SUMMARY OF ARRANGEMENTS FOR ACTIVITIES TO DETERMINE COMPETENCY PRIORITIES

Los Angeles Unified School District

DIVISION OF CAREER AND CONTINUING EDUCATION
MARENGO CENTER
1200 CORNWELL STREET LOS ANGELES CALIFORNIA 90033
TELEPHONE (213) 625-6471

DR. WILLIAM J. JOHNSTON
Superintendent of Schools

ABRAM FRIEDMAN
Assistant Superintendent
Division of Career and Continuing Education

Dear

We are pleased that you have agreed to participate in our project to obtain information about what students, employers and educators think are the crucial life skills for job success. We value your opinions as a representative of employer, student or educator interests.

We are aware that your time is precious, so we plan to start the meeting promptly at _____ o'clock in order to be finished by _____ o'clock.

Please report to Room ____ of _____ on _____, November ____, 1977, at _____o'clock. We look forward to seeing you then.

If you have any questions, please call _____ at _____.

Sincerely,

Rosemary G. Dawson

Rosemary G. Dawson, Director
CBE-Life Skills for Job Success

Irene Sheiner
Eric Parks
Carl Sewell
Arna Munford

RGD:ev

DIVISION OF CAREER AND CONTINUING EDUCATION
LIFE SKILLS FOR JOB SUCCESS

Instructions To Leaders: No. 1

Prior To Activity

1. PRE-ARRANGEMENTS: The site leader, the Life Skills for Job Success Project leader and the site administrator will work together to make the following necessary arrangements:
   (a) Set the date and time for the activity.
      (1) During the week of December 5 - 9, 1977
      (2) Set aside approximately one hour. The activity is scheduled to take one hour or less. Time should be allowed for late starts, procedural delays and other time-consuming events.
   (b) Arrange for the location.
      (1) Select a room large enough to seat at least 25 people. School library, cafeterias or multipurpose rooms are suggested.
      (2) Each person will need a flat surface at least 30 inches across.
      (3) Be sure that there is adequate lighting and ventilation.
      (4) Arrange for a large table for refreshments.
   (c) Select and notify the participants.
      (1) Assist in the selection of representative students.
      (2) Request student participation and notify instructors.
      (3) Notify Community Advisory Council Members by mail and request participation.
      (4) Make a list of participants (for your use only).
      (5) Send letter of confirmation. Make sure every one knows the time, place and purpose of meetings.
      (6) Contact participants by phone to remind them the day before the activity.
   (d) Materials/equipment to be supplied by the site.
      (1) a slide projector
      (2) a tape recorder
      (3) a screen

2. ORIENTATION SESSION: Life Skills for Job Success Project members will attend an orientation session on December 2, 1977 at Marengo Center. Project members will conduct an orientation meeting at the activity site prior to the activity.

3. PICK-UP OF MATERIALS: The leader from the Project will receive all of the competency rating activity materials. These include:
   (a) Competency Rating Survey
   (b) Leader's Script
   (c) Slide/tape script, slide/tape
   (d) Sign in sheet
   (e) Pencils

DIVISION OF CAREER AND CONTINUING EDUCATION
LIFE SKILLS FOR JOB SUCCESS

Instructions To Leaders: No. 2

Administration Of Activity

1. PHYSICAL FACILITIES: Arrive early enough to check the physical facilities.
   (a) Be sure there is adequate space for the number of anticipated participants.
   (b) Each participant should have a flat surface at least 30 inches across.
   (c) Check the lighting again. Be sure the room is bright enough for reading and also that it can be darkened for showing slides.

2. EQUIPMENT/SUPPLIES: Check to see that you have all of the supplies and equipment listed and that it is working correctly.
   (a) Slide projector and screen
   (b) Tape recorder
   (c) Slide/tape orientation
   (d) Leader's script
   (e) List of anticipated participants
   (f) Competency Rating Survey
   (g) Pencils (sharpened)
   (h) Refreshments

3. CONDUCT OF THE ACTIVITIES:
   A. The project leader will be responsible for conducting the activities. The leader should follow the Leader's Script carefully.
   B. The leader from the participating school will assist in:
      (1) Presenting the slide/tape presentation
      (2) Answering questions
      (3) Distributing materials
      (4) Collecting materials
   C. Both leaders are responsible for collecting materials

4. OBSERVATION OF THE ACTIVITIES:
   The leader from the Life Skills for Job Success Project will keep a record of the administration of the activities and any comments, reactions or irregularities.

DIVISION OF CAREER AND CONTINUING EDUCATION
COMPETENCY-BASED DIPLOMA PROJECT

Instructions To Leaders: No. 3

After Activity Is Completed

1. COLLECTION OF MATERIALS: Upon completion of the activity, collect all activity materials.

2. RETURN OF MATERIALS: The Leader from the Life Skills for Job Success Project will return all surveys and other materials to the Project office within three days.

3. PREPARATION FOR DATA ANALYSIS: The Leader from Life Skills for Job Success Project will remove staples from Competency Rating Surveys. The page sequence will be recorded in the upper right corner of the sheets. Then the pages of the Competency Rating Survey will be reorganized into numerical sequence of 10 - 147 to facilitate data analysis. If any sheets were inadvertently omitted, a notation of this will be made at the top of the first sheet. Surveys will be restapled and taken to the Research Section for data anaylsis.

SUMMARY OF ARRANGEMENTS FOR
ACTIVITIES TO DETERMINE COMPETENCY PRIORITIES

SCHOOL/ORGANIZATION NAME _____

DATE OF MEETING _____

TIME OF MEETING _____

LOCATION OF MEETING _____

SITE LEADER _____

LEADER FOR LIFE SKILLS FOR JOB SUCCESS _____

PARTICIPANTS

	NAME	Address	Phone	Class	Confirmed
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					

APPENDIX E

LEADER'S SCRIPT

ACTIVITIES TO DETERMINE COMPETENCY PRICRITIES

LEADER'S SCRIPT

AGENDA	SCRIPT
Welcome	Welcome to our meeting today (tonight). As you know, you are here to express your opinions about what competencies are most crucial for job success. You are taking part in the early stages of the development of a new type of educational program
Introduce slide/tape	called Competency-Based Education. In order to give you an idea of what this new program is about and why you are here today (tonight), we will show you a short slide/tape presentation.
Show slide/tape	
	The slide/tape gave you some ideas about the new program being designed for Los Angeles vocational schools and about your involvement in its development. The materials we will use during this meeting are the Competency Rating Surveys which are now being distributed.
Distribute Participant Packets	Please do not write on any materials until I tell you to do so.
Introduce Participant Information Form	This is an activity in which you will present your opinion about what life skills are crucial to job success. It is not a test. It is a survey to determine the life skills which should be included in a vocational program. Before we

AGENDA	SCRIPT
Directions for Participant Information Section	begin the activity, we are going to ask you for some information. Look at the participant information, section 1. All responses are confidential, anonymous and voluntary. Please DO NOT sign your name. For the following items, decide which number applies to you. CLEARLY write the appropriate number in the box to the right of the statement. Please ignore the numbers to the right of the box. They are for project use only. If you have any questions, raise your hand and one of us leaders will assist you. (Allow time to complete form - three to five minutes.)
Completion of Participant Information Section	
Completion of Competency Rating	Are you ready to begin the next section? (Wait until most participants are ready to continue.) Turn to Section II, called Competency Rating located on your second page of the survey. This activity provides a list of everyday life competencies. Think how important each competency is for job success. Decide whether it is EXTREMELY IMPORTANT, IMPORTANT, SOMEWHAT IMPORTANT, or NOT IMPORTANT FOR JOB SUCCESS. When you have decided, write the appropriate answer in the box to the right of the competency. Be sure to to write your answer CLEARLY. Do this

AGENDA	SCRIPT
	for every item. Write 1 if the competency is extremely important for job success. Write 2 if it is important for job success. Write 3 if it is somewhat important. Write 4 if the competency is not important for job success. Try to VARY YOUR RESPONSES so that you use each of the four ratings. If you have difficulty in rating a competency, come back to it later. Please ignore the numbers to the right of the boxes. They are for project use only.
Thank you	Thank you very much for your participation. We hope that you have enjoyed these activities. Your involvement is essential and we thank you for your cooperation. We will analyze all of the information we receive from this group and many other groups. When the results have been summarized, each school will receive a copy of the report
Dismissal	You may leave when you have rated each of the competencies. Hand your pencil and the survey to one of us leaders as you leave. Again, thank you for your interest and time.

APPENDIX F

SCRIPT OF THE SLIDE/TAPE ORIENTATION

LIFE SKILLS FOR JOB SUCCESS

1119, AY, Life Style

1. BLACK SLIDE	
2. WOMAN WIGHING FOOD	4 SEC. MUSIC
3. PEOPLE IN BANK	4 SEC. MUSIC
4. WOMAN IN MARKET	4 SEC. MUSIC
5. FATHER & DAUGHTER	5 SEC. MUSIC
6. LIFE SKILLS GRAPHIC	4 SEC. MUSIC
7. LS STUDENTS IN TYPING CLASS	THE LOS ANGELES CITY SCHOOLS EACH YEAR ENROLL THOUDANDS OF ADULTS IN THE MANY TRAINING PROGRAMS OF THE REGIONAL OCCUPATIONAL AND SKILLS CENTERS.
8. MS WELDER	THE OBJECTIVE OF THESE ADULT STUDENTS IS TO OBTAIN JOB SKILLS FOR IMMEDIATE EMPLOYMENT.
9. MS TEACHER & STUDENTS, HANDS ON SKILL - AUTOMOTIVE	THEIR TEACHER'S CONCERNS ARE TO HELP STUDENTS GAIN OCCUPATIONAL SKILLS AND THEN TO PLACE THEM ON JOBS. 117

10. BROCHURES OF ROC/SKILLS CENTERS	A VARIETY OF PROGRAMS IS OFFERED THROUGH THE DIVISION OF CAREER AND CONTINUING EDUCATION IN SEVERAL FIELDS--
11. MAN TYPING	BUSINESS,
12. LS AGRICULTURAL & ENVIRONMENTAL	AGRICULTURAL AND ENVIRONMENTAL,
13. MS 2 PEOPLE - DENTAL OFFICE	HEALTH,
14. INDUSTRIAL WORKER	INDUSTRIAL,
15. BUS DRIVER & BUS	PUBLIC SERVICE,
16. TEACHER & 2 CHILDREN	AND HOME ECONOMICS.
17. WELDING CLASS	VOCATIONAL INSTRUCTORS, COUSELORS AND ADMINISTRATORS HAVE BEEN VERY SUCCESSFUL IN PREPARING STUDENTS WITH THE SPECIFIC "HANDS ON" SKILLS NEEDED FOR JOB PLACEMENT.
18. CU LETTER "TERMINATION" OR UNEMPLOYMENT OFFICE	BUT IT IS BECOMING INCREASINGLY OBVIOUS TO THOSE INVEOLVED IN VOCATIONAL EDUCATION THAT ACQUIRING ONLY OCCUPATIONAL SKILLS IS SIMPLY NOT ENOUGH.

19. SOMEONE LOOKING DEPRESSED	A WORKER MAY LACK CERTAIN EVERYDAY LIFE SKILLS WHICH AFFECT HIS OR HER ABILITY TO PERFORM ON THE JOB.
20. PERSON READING A BUS SCHEDULE	FOR EXAMPLE, A PERSON WHO HAS TROUBLE READING A BUS SCHEDULE MAY NOT GET TO WORK ON TIME.
21. PERSON SNEEZING	AN EMPLOYEE MAY BE ABSENT FREQUENTLY BECAUSE OF AN INABILITY TO PROVIDE FOR BASIC HEALTH NEEDS.
22. PERSON PLAYING BILLS	A WORKER'S MIND MAY WANDER ON THE JOB BECAUSE OF UNMANAGEABLE FAMILY OF FINANCIAL PROBLEMS.
23. INDUSTRIAL WORKER	OCCUPATIONAL SKILL ALONE DOES NOT INSURE GETTING AND KEEPING A JOB.
24. O/S WOMAN CHECKING WANT ADS	INDIVIDUALS ADDITIONALLY NEED TO POSSESS THE EVERYDAY LIFE SKILLS CRUCIAL TO JOB SUCCESS.
25. LIFE SKILLS FOR JOB SUCCESS GRAPHIC	IN ORDER TO MEET THESE NEEDS OF OCCUPATIONAL STUDENTS THE UNITED STATES OFFICE OF EDUCATION, THROUGH THE VOCATIONAL EDUCATION ACT, HAS FUNDED THE LIFE SKILLS FOR JOB SUCCESS PROJECT.
26. O/S LEARNING CARREL SLOT WITH MULTIMEDIA MATERIALS	THE MAJOR GOAL OF THE PROJECT IS TO PROVIDE ADULT VOCATIONAL STUDENTS
27. CIRCLE OF STUDENTS WORKING TOGETHER	WITH MATERIALS DESIGNED TO INSTRUCT THEM IN THE LIFE SKILLS NEEDED FOR SUCCESS IN THE WORLD OF WORK.

28. CU OF PERSON PERFORMING PREFERENCING ACTIVITY.	THE FIRST STEP IS IDENTIFICATION OF THE SPECIFIC LIFE SKILLS WHICH ARE MOST IMPORTANT TO SUCCESS ON THE JOB.
29. PERSON CLOCKING IN.	LET'S LOOK AT SOME OF THE SKILLS THAT MAY CONTRIBUTE TO JOB SUCCESS BY CONSIDERING A TYPICAL DAY IN A WORKER'S LIFE.
30. PERSON MAKING BREAKFAST.	EVEN A SIMPLE ACT LIKE MAKING BREAKFAST
31. CU NUTRITIONAL FOODS	SIMPLIES THAT SOME IMPORTANT DECISIONS REGARDING NUTRITION AND HEALTH HAVE BEEN MADE.
32. CU OF FOOD BEING CONSUMED	KNOWLEDGE AND SKILLS ARE NEEDED TO MAKE GOOD DECISIONS ABOUT NUTRITION.
33. LS FREEWAY	TRANSPORTATION IS A DIFFICULT TASK IN OUR WORLD.
34. CU OF DIP STICK BEING CHECKED	DRIVING REQUIRES KNOWLEDGE OF CAR MAINTENACE, INSURANCE AND FINANCING.
35. CARS - WET ROAD.	NOT TO MENTION TECHNIQUES OF DEFENSIVE DRIVING.
36. CALIFORNIA VEHICLE CODE BOOK	FAMILIARITY WITH THE CALIFORNIA VEHICLE CODE,

37. CU MAP OF L.A.	AND AN ABILITY TO READ MAPS AND FOLLOW DIRECTIONS.
38. O/S STEERING WHEEL & FREEWAY	GETTING TO WORK SAFELY, ON TIME AND IN A RELAXED FRAME OF MIND CONTRIBUTE TO A PERSON'S ABILITY TO DO A GOOD JOB.
39. MS WORKER - INDUSTRIAL	AN EMPLOYEE NEEDS TO KNOW A LOT MORE THAN SPECIFIC JOB SKILLS. HAVING A JOB IMPLIES THAT A PERSON MAY ALREADY HAVE DEMONSTRATED SEVERAL IMPORTANT COMPETENCIES.
40. CU OF RESUME	SUCH AS FILLING OUT A JOB APPLICATION, WRITING A RESUME,
41. 2 SHOT INTEVIEW	AND PARTICIPATING IN AN INTERVIEW.
42. C/U - FEMALE WORKER	ONCE ON THE JOB, A WORKER NEEDS TO KNOW HOW TO COMUNICATE EFFECTIVELY, FOLLOW DIRECTIONS, MAKE CAREER DECISIONS, UPGRADE SKILLS, AND BE AWARE OF OPPORTUNITIES FOR PROMOTION.
43. 3 IN WELDING SHOP	THESE ARE SOME SKILLS WHICH MAY CONTRIBUTE TO SUCCESS IN ALMOST ANY CAREER FIELD.
44. M/S MOTHER FEEDING UNHAPPY CHILD	THE RESPONSIBILITIES OF BEING A PARENT, MANAGING A HOME, AND SOLVING FAMILY PROBLEMS CAN CERTAINLY HAVE A MAJOR IMPACT ON A WORKER'S PERFORMANCE.
45. 2 SHOT, PARENT AND CHILD,	121 CAN YOU RECALL TIMES WHEN PROBLEMS AT HOME HAVE AFFECTED YOUR ABILITY TO DO YOUR BEST WORK?

46. 2 SHOT - CHESS	LET'S NOT UNDERSTIMATE LEISURE AS AN IMPORTANT LIFE SKILL. HARRIED WORKERS AND FAMILY MEMBERS WILL NOT BE WORKING AT PEACK EFFICIENCY IF THEY ARE UNABLE TO REVITALIZE THEMSELVES.
47. CU - CHESS BOARD	THROUGH MEANINGFUL HOBBIES, RECREATION, ENTERTAINMENT OR VACATIONS.
48. C/U - WOMAN	THESE ARE ONLY A FEW EXAMPLES OF THE MANY WAYS WHAT HAPPENS OFF THE JOB AFFECTS WHAT HAPPENS ON THE JOB.
49. LIFE SKILLS FOR JOB SUCCESS GRAPHIC	A SET OF LIFE SKILLS WHICH MAY BE IMPORTANT TO SUCCESS ON THE JOB HAS BEEN IDENTIFIES IN EACH OF SIX GENERAL CONTENT AREAS:
50. M/S - INDUSTRIAL WORKER	YOU, THE WORKER
51. JACK IN THE BOX	THE CONSUMER,
52. 2 SHOT - REGISTERING TO VOTE	THE CITIZEN,
53. CU VITAMINS	THE HEALTHY PERSON,
54. FAMILY SHOT/ EATING	THE HOME AND FAMILY MEMBER,

55. CU OF L.A. TIMES CALENDAR SECTION	AND THE UTILIZER OF LEISURE.
56. GRAPHIC "COMPETENCIES CRUCIAL TO JOB SUCCESS"	IN ORDER TO IDENTIFY WHICH OF THESE LIFE SKILLS ARE MOST CRUCIAL TO JOB SUCCESS,
57. GROUP OF PEOPLE AROUND TABLE DOING PREFERENCING/STUDENTS/ ADMINISTRATORS/EMPLOYERS/ETC.	VOCATIONAL STUDENTS, EDUCATORS, COMMUNITY REPRESENTATIVES AND EMPLOYERS ARE ASKED WHICH LIFE SKILLS THEY BELIEVE ARE MOST IMPORTANT.
58. CU COMPUTING SHEET, TABULATING	THIS INFORMATION WILL BE USED TO RANK THE LIFE SKILLS ACCORDING TO THEIR IMPORTANCE IN THE WORLD OF WORK.
59. O/S PAPER LAID OUT/THE WORD CAP VISIBLE/PERSON WRITING/WORKING HARD.	FOR THE MOST CRUCIAL LIFE SKILLS, COMPETENCY ACHIEVEMENT PACKETS - OR CAPS - WILL BE DEVELOPED AND TRIED OUT WITH VOCATIONAL STUDENTS.
60. CU OBJECTIVES	MATERIALS IN THE CAPS WILL TELL THE STUDENTS WHAT THEY WILL BE EXPECTED TO DO.
61. CU PRE TEST ARROW POINTING TO PRE	THE MATERIALS WILL DETERMINE IF THE STUDENTS ALREADY POSSESS ALL OR SOME OF THE SKILLS
62. CU INSTRUCTIONAL ACTIVITIES IN CAP	AND WILL PROVIDE A VARIETY OF INSTRUCTIONAL ACTIVITIES
63. PERSON READING CAP	WHICH WILL UTILIZE SKILLS IN READING, WRITING, COMPUTING

64. O/S PERSON WITH EARPHONE IN LEARNING LAB.	LISTENING, SPEAKING, INTERACTING
65. M/S GROUP SHOT - 5 PEOPLE AROUD TABLE	PROBLEM SOVING, CHOOSING AND CREATING.
66. CU POST TEST ARROW POINTS TO POST	THEN STUDENTS WILL BE TESTED TO SEE IF THEY HAVE ACHIEVED THE COMPETENCY.
67. CU OF UNHAPPY PERSON	WE'VE SEEN THE PROBLEM: A NEED TO PROVIDE VOCATIONAL STUDENTS WITH LIFE SKILLS WHICH WILL INCREASE THEIR LIKELIHOOD OF JOB SUCCESS.
68. GRAPHIC: LIFE SKILLS PROJECT.	AND WE'VE SEEN THE BEGINNING OF A SOLUTION: A LOS ANGELES CITY SCHOOLS PROJECT AIMED AT IDENTIFYING CRUCIAL COMPETENCIES
69. CU OF VARIETY OF INSTRUCTIONAL MATERIALS	AND DEVELOPING INSTUCTIONAL MATERIALS AND ACTIVITIES TO TEACH THEM.
70. CU OF PREFERENCING SHEET AND PENCIL FILLING IT OUT	YOU ARE HERE TODAY TO INDICATE WHAT YOU THINK SHOULD BE INCLUDED IN THIS NEW PROGRAM.
71. MS STAFF WAVING AND SMILING	THE LIFE SKILLS FOR JOB SUCCESS STAFF THANKS YOU FOR PARTICIPATING IN THE FIRST STEP OF THIS VERY IMPORTANT PROJECT.
72. THANK YOU	1 SEC MUSIC.

APPENDIX G

CROSSTABS OF PARTICIPANTS

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF ROLE BY AGEGROUP

ROLE / AGEGROUP	25 and under	26 - 40	41 - 55	56 and under	TOTAL
Student	64	40	11	2	117
	22.15	13.84	3.81	0.69	40.48
	54.70	34.19	9.40	1.71	
	83.12	43.96	11.58	7.69	
Previous Student	6	4	1	1	12
	2.08	1.38	0.35	0.35	4.15
	50.00	33.33	8.33	8.33	
	7.79	4.40	1.05	3.85	
Educator	1	34	61	14	110
	0.35	11.76	21.11	4.84	38.06
	0.91	30.91	55.45	12.73	
	1.30	37.36	64.21	53.85	
Community Member	4	13	22	9	48
	1.38	4.50	7.61	3.11	16.61
	8.33	27.08	45.83	18.75	
	5.19	14.29	23.16	34.62	
No response	2	0	0	0	2
	0.69	0.00	0.00	0.00	0.69
	100.00	0.00	0.00	0.00	
	2.60	0.00	0.00	0.00	
TOTAL	77	91	95	26	289
	26.64	31.49	32.87	9.00	100.00

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF ROLE BY SUBAREA

ROLE SUBAREA

FREQUENCY / PERCENT / ROW PCT / COL PCT	Health	Business	Home Economics	Agricultural Envir.	Public Services	Industrial Education	None of above	TOTAL
Student	15	37	0	0	1	52	12	117
	5.19	12.80	0.00	0.00	0.35	17.99	4.15	40.48
	12.82	31.62	0.00	0.00	0.85	44.44	10.26	
	71.43	46.25	0.00	0.00	16.67	52.00	15.38	
Previous Student	0	5	1	0	1	3	2	12
	0.00	1.73	0.35	0.00	0.35	1.04	0.69	4.15
	0.00	41.67	8.33	0.00	8.33	25.00	16.67	
	0.00	6.25	50.00	0.00	16.67	3.00	2.56	
Educator	5	16	1	0	0	38	50	110
	1.73	5.54	0.35	0.00	0.00	13.15	17.30	38.06
	4.55	14.55	0.91	0.00	0.00	34.55	45.45	
	23.81	20.00	50.00	0.00	0.00	38.00	64.10	
Community Member	1	21	0	1	4	7	14	48
	0.35	7.27	0.00	0.35	1.38	2.42	4.84	16.61
	2.08	43.75	0.00	2.08	8.33	14.58	29.17	
	4.76	26.25	0.00	50.00	66.67	7.00	17.95	
No response	0	1	0	1	0	0	0	2
	0.00	0.35	0.00	0.35	0.00	0.00	0.00	0.69
	0.00	50.00	0.00	50.00	0.00	0.00	0.00	
	0.00	1.25	0.00	50.00	0.00	0.00	0.00	
TOTAL	21	80	2	2	6	100	78	289
	7.27	27.68	0.69	0.69	2.08	34.60	26.99	100.00

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF ROLE BY RACE

ROLE — RACE

FREQUENCY / PERCENT / ROW PCT / COL PCT	other	Black	Spanish Surname	White	No response	TOTAL
Student	15	37	17	48	0	117
	5.19	12.80	5.88	16.61	0.00	40.48
	12.82	31.62	14.53	41.03	0.00	
	57.69	52.11	51.52	30.38	0.00	
Previous Student	1	5	2	4	0	12
	0.35	1.73	0.69	1.38	0.00	4.15
	8.33	41.67	16.67	33.33	0.00	
	3.85	7.04	6.06	2.53	0.00	
Educator	6	23	9	72	0	110
	2.08	7.96	3.11	24.91	0.00	38.06
	5.45	20.91	8.18	65.45	0.00	
	23.08	32.39	27.27	45.57	0.00	
Community Member	3	6	4	34	1	48
	1.04	2.08	1.38	11.76	0.35	16.61
	6.25	12.50	8.33	70.83	2.08	
	11.54	8.45	12.12	21.52	100.00	
No response	1	0	1	0	0	2
	0.35	0.00	0.35	0.00	0.00	0.69
	50.00	0.00	50.00	0.00	0.00	
	3.85	0.00	3.03	0.00	0.00	
TOTAL	26	71	33	158	1	289
	9.00	24.57	11.42	54.67	0.35	100.00

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF FCLE BY SEX

FCLE / SEX	Male	Female	No response		TOTAL
Student	58	59	0	0	117
	20.07	20.42	C.00	0.00	40.48
	49.57	50.43	C.00	0.00	
	37.42	44.70	C.00	0.00	
Previous Student	4	7	0	1	12
	1.38	2.42	C.00	0.35	4.15
	33.33	58.33	C.00	8.33	
	2.58	5.30	0.00	100.00	
Educator	63	47	0	0	110
	21.80	16.26	C.00	0.00	38.06
	57.27	42.73	C.00	0.00	
	40.65	35.61	C.00	0.00	
Community Member	29	19	0	0	48
	10.03	6.57	0.00	0.00	16.61
	60.42	39.58	0.00	0.00	
	18.71	14.39	C.00	0.00	
No response	1	0	1	0	2
	0.35	0.00	C.35	0.00	0.69
	50.00	0.00	50.00	0.00	
	0.65	0.00	100.00	0.00	
TOTAL	155	132	1	1	289
	53.63	45.67	C.35	0.35	100.00

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF ROLE BY REGION

ROLE REGION

FREQUENCY / PERCENT / ROW PCT / COL PCT	Central City	East Los Angeles	East Los Angeles	Harbor	Metropolitan	North Valley	Watts	West Valley	TOTAL
Student	34	4	1	17	23	16	10	12	117
	11.76	1.38	0.35	5.88	7.96	5.54	3.46	4.15	40.48
	29.06	3.42	0.85	14.53	19.66	13.68	8.55	10.26	
	36.56	16.00	50.00	47.22	85.19	33.33	34.48	41.38	
Previous Student	4	0	0	1	0	4	2	1	12
	1.38	0.00	0.00	0.35	0.00	1.38	0.69	0.35	4.15
	33.33	0.00	0.00	8.33	0.00	33.33	16.67	8.33	
	4.30	0.00	0.00	2.78	0.00	8.33	6.90	3.45	
Educator	38	14	0	14	4	18	12	10	110
	13.15	4.84	0.00	4.84	1.38	6.23	4.15	3.46	38.06
	34.55	12.73	0.00	12.73	3.64	16.36	10.91	9.09	
	40.86	56.00	0.00	38.89	14.81	37.50	41.38	34.48	
Community Member	17	6	0	4	0	10	5	6	48
	5.88	2.08	0.00	1.38	0.00	3.46	1.73	2.08	16.61
	35.42	12.50	0.00	8.33	0.00	20.83	10.42	12.50	
	18.28	24.00	0.00	11.11	0.00	20.83	17.24	20.69	
No response	0	1	1	0	0	0	0	0	2
	0.00	0.35	0.35	0.00	0.00	0.00	0.00	0.00	0.69
	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00	
	0.00	4.00	50.00	0.00	0.00	0.00	0.00	0.00	
TOTAL	93	25	2	36	27	48	29	29	289
	32.18	8.65	0.69	12.46	9.34	16.61	10.03	10.03	100.00

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF AGEGRCUP BY SUBAREA

AGEGRCUP SUBAREA

FREQUENCY / PERCENT / ROW PCT / COL PCT	Health	Business	Home Economics	Industrial Education	Public Services	Industrial Education	None of above	TOTAL
25 and under	6 2.08 7.79 28.57	30 10.38 38.96 37.50	0 0.00 0.00 0.00	1 0.35 1.30 50.00	2 0.69 2.60 33.33	30 10.38 38.96 30.00	8 2.77 10.39 10.26	77 26.64
26 - 40	12 4.15 13.19 57.14	27 9.34 29.67 33.75	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	30 10.38 32.97 30.00	22 7.61 24.18 28.21	91 31.49
41 - 55	3 1.04 3.16 14.29	16 5.54 16.84 20.00	2 0.69 2.11 100.00	1 0.35 1.05 50.00	3 1.04 3.16 50.00	28 9.69 29.47 28.00	42 14.53 44.21 53.85	95 32.87
56 and Over	0 0.00 0.00 0.00	7 2.42 26.92 8.75	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.35 3.85 16.67	12 4.15 46.15 12.00	6 2.08 23.08 7.69	26 9.00
TOTAL	21 7.27	80 27.68	2 0.69	2 0.69	6 2.08	100 34.60	78 26.99	289 100.00

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF AGEGROUP BY RACE

AGEGROUP RACE

FREQUENCY / PERCENT / ROW PCT / COL PCT	other	Black	Spanish Surname	White	No response	TOTAL
25 and under	13	22	15	26	1	77
	4.50	7.61	5.19	9.00	0.35	26.64
	16.88	28.57	19.48	33.77	1.30	
	50.00	30.99	45.45	16.46	100.00	
26 - 40	8	30	10	43	0	91
	2.77	10.38	3.46	14.88	0.00	31.49
	8.79	32.97	10.99	47.25	0.00	
	30.77	42.25	30.30	27.22	0.00	
41 - 55	3	17	7	68	0	95
	1.04	5.88	2.42	23.53	0.00	32.87
	3.16	17.89	7.37	71.58	0.00	
	11.54	23.94	21.21	43.04	0.00	
56 and under	2	2	1	21	0	26
	0.69	0.69	0.35	7.27	0.00	9.00
	7.69	7.69	3.85	80.77	0.00	
	7.69	2.82	3.03	13.29	0.00	
TOTAL	26	71	33	158	1	289
	9.00	24.57	11.42	54.67	0.35	100.00

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF AGEGROUP BY SEX

AGEGROUP SEX

FREQUENCY / PERCENT / ROW PCT / COL PCT	Male	Female	No response	No response	TOTAL
25 and under	39 13.49 50.65 25.16	37 12.80 48.05 28.03	1 0.35 1.30 100.00	0 0.00 0.00 0.00	77 26.64
26 - 40	43 14.88 47.25 27.74	48 16.61 52.75 36.36	0 0.00 0.00 0.00	0 0.00 0.00 0.00	91 31.49
41 - 55	57 19.72 60.00 36.77	37 12.80 38.95 28.03	0 0.00 0.00 0.00	1 0.35 1.05 100.00	95 32.87
56 and under	16 5.54 61.54 10.32	10 3.46 38.46 7.58	0 0.00 0.00 0.00	0 0.00 0.00 0.00	26 9.00
TOTAL	155 53.63	132 45.67	1 0.35	1 0.35	289 100.00

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF AGEGROUP BY REGION

AGEGRCUP	REGION								
FREQUENCY / PERCENT / ROW PCT / COL PCT	Central City	East Los Angeles	East Los Angeles	Harb	Metropo-tan	North Valley	Watts	West Valley	TOTAL
25 and under	31	5	1	11	7	8	7	7	77
	10.73	1.73	0.35	3.81	2.42	2.77	2.42	2.42	26.64
	40.26	6.49	1.30	14.29	9.09	10.39	9.09	9.09	
	33.33	20.00	50.00	30.56	25.93	16.67	24.14	24.14	
26 - 40	25	7	0	11	14	17	11	6	91
	8.65	2.42	0.00	3.81	4.84	5.88	3.81	2.08	31.49
	27.47	7.69	0.00	12.09	15.38	18.68	12.09	6.59	
	26.88	28.00	0.00	30.56	51.85	35.42	37.93	20.69	
41 - 55	24	11	1	13	4	19	10	13	95
	8.30	3.81	0.35	4.50	1.38	6.57	3.46	4.50	32.87
	25.26	11.58	1.05	13.68	4.21	20.00	10.53	13.68	
	25.81	44.00	50.00	36.11	14.81	39.58	34.48	44.83	
56 and Over	13	2	0	1	2	4	1	3	26
	4.50	0.69	0.00	0.35	0.69	1.38	0.35	1.04	9.00
	50.00	7.69	0.00	3.85	7.69	15.38	3.85	11.54	
	13.98	8.00	0.00	2.78	7.41	8.33	3.45	10.34	
TOTAL	93	25	2	36	27	48	29	29	289
	32.18	8.65	0.69	12.46	9.34	16.61	10.03	10.03	100.00

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF SUBAREA BY RACE

SUBAREA	RACE					
FREQUENCY / PERCENT / ROW PCT / COL PCT	other	Black	Spanish Surname	White	No response	TOTAL
Health	4 1.38 19.05 15.38	7 2.42 33.33 9.86	0 0.00 0.00 0.00	9 3.11 42.86 5.70	1 0.35 4.76 100.00	21 7.27
Business	5 1.73 6.25 19.23	29 10.03 36.25 40.85	10 3.46 12.50 30.30	36 12.46 45.00 22.78	0 0.00 0.00 0.00	80 27.68
Home Economics	0 0.00 0.00 0.00	1 0.35 50.00 1.41	0 0.00 0.00 0.00	1 0.35 50.00 0.63	0 0.00 0.00 0.00	2 0.69
Agricultural Envir.	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.35 50.00 3.03	1 0.35 50.00 0.63	0 0.00 0.00 0.00	2 0.69
Public Services	0 0.00 0.00 0.00	1 0.35 16.67 1.41	1 0.35 16.67 3.03	4 1.38 66.67 2.53	0 0.00 0.00 0.00	6 2.08
Industrial Education	10 3.46 10.00 38.46	14 4.84 14.00 19.72	13 4.50 13.00 39.39	63 21.80 63.00 39.87	0 0.00 0.00 0.00	100 34.60
None of above	7 2.42 8.97 26.92	19 6.57 24.36 26.76	8 2.77 10.26 24.24	44 15.22 56.41 27.85	0 0.00 0.00 0.00	78 26.99
TOTAL	26 9.00	71 24.57	33 11.42	158 54.67	1 0.35	289 100.00

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF SUBAREA BY SEX

SUBAREA	SEX			
FREQUENCY / PERCENT / ROW PCT / COL PCT	Male	Female	No response	TOTAL
Health	1 0.35 4.76 0.65	20 6.92 95.24 15.15	0 0.00 0.00 0.00	0 0.00 0.00 0.00	21 7.27
Business	17 5.88 21.25 10.97	63 21.80 78.75 47.73	0 0.00 0.00 0.00	0 0.00 0.00 0.00	80 27.68
Home Economics	0 0.00 0.00 0.00	1 0.35 50.00 0.76	0 0.00 0.00 0.00	1 0.35 50.00 100.00	2 0.69
Agricultural Envir.	0 0.00 0.00 0.00	1 0.35 50.00 0.76	1 0.35 50.00 100.00	0 0.00 0.00 0.00	2 0.69
Public Services	4 1.38 66.67 2.58	2 0.69 33.33 1.52	0 0.00 0.00 0.00	0 0.00 0.00 0.00	6 2.08
Industrial Education	89 30.80 89.00 57.42	11 3.81 11.00 8.33	0 0.00 0.00 0.00	0 0.00 0.00 0.00	100 34.60
None of above	44 15.22 56.41 28.39	34 11.76 43.59 25.76	0 0.00 0.00 0.00	0 0.00 0.00 0.00	78 26.99
TOTAL	155 53.63	132 45.67	1 0.35	1 0.35	289 100.00

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF RACE BY SEX

RACE / SEX	Male	Female	No response	No response	TOTAL
other	13	13	0	0	26
	4.50	4.50	0.00	0.00	9.00
	50.00	50.00	0.00	0.00	
	8.39	9.85	0.00	0.00	
Black	29	41	0	1	71
	10.03	14.19	0.00	0.35	24.57
	40.85	57.75	0.00	1.41	
	18.71	31.06	0.00	100.00	
Spanish Surname	19	13	1	0	33
	6.57	4.50	0.35	0.00	11.42
	57.58	39.39	3.03	0.00	
	12.26	9.85	100.00	0.00	
White	94	64	0	0	158
	32.53	22.15	0.00	0.00	54.67
	59.49	40.51	0.00	0.00	
	60.65	48.48	0.00	0.00	
No response	0	1	0	0	1
	0.00	0.35	0.00	0.00	0.35
	0.00	100.00	0.00	0.00	
	0.00	0.76	0.00	0.00	
TOTAL	155	132	1	1	289
	53.63	45.67	0.35	0.35	100.00

CROSSTABS OF DEMOGRAPHIC VARIABLES

TABLE OF RACE BY REGION

RACE REGION

FREQUENCY / PERCENT / ROW PCT / COL PCT	Central City	East Los Angeles	East Los Angeles	Harbor	Metropolitan	North Valley	Watts	West Valley	TOTAL
other	9	2	0	7	3	4	0	1	26
	3.11	0.69	0.00	2.42	1.04	1.38	0.00	0.35	9.00
	34.62	7.69	0.00	26.92	11.54	15.38	0.00	3.85	
	9.68	8.00	0.00	19.44	11.11	8.33	0.00	3.45	
Black	28	1	0	4	11	4	23	0	71
	9.69	0.35	0.00	1.38	3.81	1.38	7.96	0.00	24.57
	39.44	1.41	0.00	5.63	15.49	5.63	32.39	0.00	
	30.11	4.00	0.00	11.11	40.74	8.33	79.31	0.00	
Spanish Surname	7	12	1	5	4	4	0	0	33
	2.42	4.15	0.35	1.73	1.38	1.38	0.00	0.00	11.42
	21.21	36.36	3.03	15.15	12.12	12.12	0.00	0.00	
	7.53	48.00	50.00	13.89	14.81	8.33	0.00	0.00	
White	49	9	1	20	9	36	6	28	158
	16.96	3.11	0.35	6.92	3.11	12.46	2.08	9.69	54.67
	31.01	5.70	0.63	12.66	5.70	22.78	3.80	17.72	
	52.69	36.00	50.00	55.56	33.33	75.00	20.69	96.55	
No response	0	1	0	0	0	0	0	0	1
	0.00	0.35	0.00	0.00	0.00	0.00	0.00	0.00	0.35
	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	
	0.00	4.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL	93	25	2	36	27	48	29	29	289
	32.18	8.65	0.69	12.46	9.34	16.61	10.03	10.03	100.00

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TABLE OF SUBAREA BY REGION

SUBAREA / FREQUENCY / PERCENT / ROW PCT / COL PCT	Central City	East Los Angeles	East Los Angeles	Harbor	Metropoli-tan	North Valley	Watts	West Valley	TOTAL
Health	2	2	0	2	11	4	0	0	21
	0.69	0.69	0.00	0.69	3.81	1.38	0.00	0.00	7.27
	9.52	9.52	0.00	9.52	52.38	19.05	0.00	0.00	
	2.15	8.00	0.00	5.56	40.74	8.33	0.00	0.00	
Business	37	4	0	8	0	11	12	8	80
	12.80	1.38	0.00	2.77	0.00	3.81	4.15	2.77	27.68
	46.25	5.00	0.00	10.00	0.00	13.75	15.00	10.00	
	39.78	16.00	0.00	22.22	0.00	22.92	41.38	27.59	
Home Economics	1	1	0	0	0	0	0	0	2
	0.35	0.35	0.00	0.00	0.00	0.00	0.00	0.00	0.69
	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00	
	1.08	4.00	0.00	0.00	0.00	0.00	0.00	0.00	
Agricultural Envir.	0	0	1	0	0	1	0	0	2
	0.00	0.00	0.35	0.00	0.00	0.35	0.00	0.00	0.69
	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00	
	0.00	0.00	50.00	0.00	0.00	2.08	0.00	0.00	
Public Services	1	0	0	2	0	0	1	2	6
	0.35	0.00	0.00	0.69	0.00	0.00	0.35	0.69	2.08
	16.67	0.00	0.00	33.33	0.00	0.00	16.67	33.33	
	1.08	0.00	0.00	5.56	0.00	0.00	3.45	6.90	
Industrial Education	29	8	1	14	13	21	8	6	100
	10.03	2.77	0.35	4.84	4.50	7.27	2.77	2.08	34.60
	29.00	8.00	1.00	14.00	13.00	21.00	8.00	6.00	
	31.18	32.00	50.00	38.89	48.15	43.75	27.59	20.69	
None of above	23	10	0	10	3	11	8	13	78
	7.96	3.46	0.00	3.46	1.04	3.81	2.77	4.50	26.99
	29.49	12.82	0.00	12.82	3.85	14.10	10.26	16.67	
	24.73	40.00	0.00	27.78	11.11	22.92	27.59	44.83	
TOTAL	93	25	2	36	27	48	29	29	289
	32.18	8.65	0.69	12.46	9.34	16.61	10.03	10.03	100.00

APPENDIX H

RESULTS DISSEMINATED TO PARTICIPANTS

Los Angeles Unified School District
Division of Career and Continuing Education
Life Skills for Job Success

Summary of Competency Ratings

During December, 1977, the Life Skills for Job Success Project conducted a survey to determine how important each of 139 everyday life competencies is to job success. A wide range of educational constituents concerned with vocational education was involved in this survey.

Breakdown of Sample

Role	
Student (present and past)	117
Educator (teachers, counselors, administrators)	110
Community	48
No response	2
Total	289

Ethnicity	
Black	71
White	158
Spanish-Surname	33
Other (American Indian, Asian other)	26
No response	1
Total	289

Age	
25 and under	77
26-40	91
41-55	95
56 and over	26
No response	0
Total	289

Sex	
Male	155
Female	132
No response	2
Total	289

Subject Area	
Health	21
Business	80
Home Economics	2
Agricultural and Environmental	2
Public Services	6
Industrial Education	100
None of the above	78
Total	289

Center	
Central City Occ. Center	93
East Los Angeles Occ. Center	27
Harbor Occupational Center	36
Metropolitan Skill Center	27
North Valley Occ. Center	48
Watts Skill Center	29
West Valley Occ. Center	29
Total	289

The participants rated each of the competencies on a scale from one through four.

1 = extremely important for job success
2 = important for job success
3 = somewhat important for job success
4 = not important for job success

The list which follows presents the competencies in rank order from those most important for job success to those least important according to overall mean ratings. Statistical analyses determined that there was very high overall agreement in the competency ratings among the various groups sampled in the survey.

Using the information obtained from this survey, the Life Skills for Job Success Project staff is developing Competency Achievement Packets (CAPs) which include the methods and materials to teach and assess the competencies.

A complete report of this research will be submitted to the U.S. Office of Education and included in Resources in Vocational Education (RIVE) and the ERIC Clearing House on Career Education.

Los Angeles Unified School District
Division of Career and Continuing Education
Life Skills for Job Success

FUNCTIONAL COMPETENCIES
[In Rank Order By Overall Mean Ratings]

Rank	Mean	Competency	Number
1.5	1.25	Understand the interpersonal skills needed to interact effectively with supervisors, co-workers and others.	131
1.5	1.25	Understand what behaviors may lead to a promotion in contrast to those which may lead to the loss of job.	137
3.0	1.28	Understand acceptable employment interview behavior.	129
4.0	1.30	Understand how to prepare a resume', write a letter of application, complete application forms and develop potential employment resources.	51
5.0	1.35	Understand "career ladder" and how you can continually upgrade skills to obtain more satisfying work.	90
6.0	1.37	Understand how to gather and use information about your career.	77
7.0	1.45	Understand and use commonly used words relating to work.	120
8.5	1.50	Understand the importance and methods of good personal hygiene.	23
8.5	1.50	Understand own attitudes and the attitudes of others toward work.	122
10.0	1.51	Evaluate how your own interests, abilities, goals and values may affect career decisions.	143
11.5	1.55	Understand rules, regulations, procedures and practices related to employee wages, deductions, benefits and working conditions.	75
11.5	1.55	Relate own abilities, interests, goals and values to different career field requirements.	132
13.0	1.56	Understand how a person's educational and occupational choices affect career development throughout life.	58
14.5	1.59	Possess basic work-related skills such as communication, manual, problem-solving and numerical.	104
14.5	1.59	Understand the importance of exercise, rest, sleep and nutrition habits.	106

Rank	Mean	Competency	Number
16.0	1.65	Know the basic safety measure for preventing injuries at home and on the job.	21
17.0	1.66	Understand the value work has for individuals.	19
18.0	1.72	Understand the meaning of "Equal Opportunity" from the employer's and employee's viewpoint.	78
19.0	1.74	Manage time, energy and family finances effectively.	127
20.0	1.75	Understand and use employment information (radio, TV, newspaper, trade and professional journals, and personal contacts).	53
21.0	1.84	Be prepared to act effectively in cases of emergency or injury.	26
22.5	1.85	Understand the importance of regular medical check ups.	17
22.5	1.85	Understand how changes in society and technology affect employment openings and requirements.	61
24.0	1.88	Know how to make use of your own talents to serve the needs of others.	73
25.0	1.89	Understand how to select and use the services of public and private employment agencies.	11
26.0	1.92	Know the duties, abilities and work conditions of different career fields.	20
27.0	1.97	Understand the purposes and practices of labor unions which affect society, industry and the individual worker.	65
28.0	1.98	Understand the purposes and methods of saving money.	45
29.0	2.01	Understand the meaning and importance of mental health to the total health of a person.	27
30.0	2.06	Understand the purposes and methods of budgeting and financial record keeping.	39
31.0	2.07	Know how to buy, license, insure and maintain a car.	49
32.0	2.09	Identify locations and advantages/disadvantage of the different kinds of public transportation.	96
33.0	2.11	Recognize the danger signals which indicate a person should seek professional psychological help.	107

Rank	Mean	Competency	Number
34.5	2.12	Understand the laws/codes affecting you as a vehicle driver, owner and passenger.	11
34.5	2.12	Understand the values and uses of credit.	32
36.0	2.15	Understand the contribution of work to society.	136
37.0	2.19	Understand common consumer words.	67
39.0	2.20	Understand use of positive interpersonal skills in a variety of groups.	15
39.0	2.20	Be aware of available financial aid for medical or health care including medical insurance.	29
39.0	2.20	Understand the legal,moral, cultural and societal responsibilities of being a parent.	146
41.5	2.23	Understand your basic rights which are included in the Constitution, Bill of Rights and other amendments.	56
41.5	2.23	Understand and exercise the responsibilities of citizenship.	92
43.5	2.24	Know how to buy, store, prepare and serve nutritious food, considering family needs, tastes and budget.	30
43.5	2.24	Know how the causes, effect, prevention and treatment of health problems are related to drugs, cigarettes and alcohol.	109
45.0	2.26	Understand a variety of methods and resources for solving family problems.	102
46.0	2.27	Understand the services offered by banks, savings and loan associations, and credit unions.	81
47.0	2.28	Evaluate your own interests, abilities and values which affect your leisure decisions.	64
48.0	2.29	Understand metric and English systems of weights and measures.	68
49.0	2.30	Understand financial plans such as investments, mutual funds and retirement plans.	82
50.0	2.31	Be aware of the educational services and ways to meet educational expenses in your community.	80
51.5	2.32	Know how to select, purchase and care for clothing.	47
51.5	2.32	Know where and how to obtain legal services.	98

Rank	Mean	Competency	Numb
53.5	2.34	Apply effective interpersonal skills in relationships with family members.	14
53.5	2.34	Understand basic medical terms to report symptoms, ask questions and follow a doctor's directions.	48
55.0	2.36	Understand the interlocking roles and responsibilities of the school and home.	72
56.0	2.40	Understand good health practices in taking care of children.	69
58.0	2.41	Understand the purposes, procedures and consequences of consumer contracts.	97
58.0	2.41	Understand consumer rights and responsibilities.	133
58.0	2.41	Understand sales, income, property and other taxes.	147
60.0	2.42	Appreciate the United States as a multicultural and multiracial society.	12
61.5	2.43	Understand the purposes and characteristics of the American economic system.	37
61.5	2.43	Understand the different kinds of insurance coverage and their purposes.	114
63.0	2.44	Understand the purpose and methods of family planning including physical, psychological and religious aspects.	130
64.5	2.45	Understand how to respond effectively to automobile emergencies and accidents.	91
64.5	2.45	Understand how values, goals and the way we live affect our use of goods and services.	93
66.5	2.47	Be familiar with different types and services of community resources that can help with family needs or problems.	83
66.5	2.47	Know how your support for the law in a democratic society affects you.	86
68.0	2.50	Understand how the human body functions.	38
69.5	2.51	Be familiar with facilities in your community where you can receive instruction in a craft, skill or academic subject.	117
69.5	2.51	Understand how our environment affects our values, the way we live and use of goods and services.	145

Rank	Mean	Competency	Number
71.0	2.52	Appreciate the revitalizing benefits of recreation.	63
72.0	2.54	Know how to gather and use information to make decisions on leisure.	123
73.0	2.55	Understand the contributions of employed women and know their problems and possible solutions to them.	89
74.0	2.56	Know laws and local, state and federal agencies that protect the consumer.	95
75.0	2.58	Understand how leisure activities change as a person's interest, needs, values and abilities change.	71
76.5	2.60	Know the causes, symptoms, prevention and treatment of major chronic diseases.	66
76.5	2.60	Understand family or individual housing needs and realistic ways to meet them.	140
78.0	2.62	Understand the use of label information in making buying decisions.	31
80.0	2.63	Recognize the large amount of leisure time available, now and in the future.	36
80.0	2.63	Know the causes, symptoms, prevention and treatment of common communicable diseases.	55
80.0	2.63	Know current issues facing United States citizens.	118
82.0	2.66	Possess the skills and appreciation of a hobby.	116
83.5	2.66	Be aware of community resources that can meet housing needs or problems.	76
83.5	2.67	Be aware of community groups and organizations which serve recreational, cultural, social and/or self-improvement.	84
85.0	2.67	Be acquainted with and use the services regularly offered by your local libraries.	13
86.0	2.68	Understand the relationship between the consumption of goods and services and prices.	142
87.5	2.69	Recognize medical quackery and frauds and know how to handle them.	16
87.5	2.69	Understand rental agreements and leases.	22

Rank	Mean	Competency	Number
89.5	2.70	Understand the possible causes, effects and treatment of special family needs such as the aged, physically handicapped, mentally retarded, emotionally disturbed and terminally ill.	25
89.5	2.70	Know the causes, symptoms, preventive measures and treatments of venereal disease.	134
91.0	2.71	Understand the emotional, social and financial needs of families in single parent homes.	101
92.5	2.72	Understand sexual expression and recognize problems and sources of help.	35
92.5	2.72	Understand and use advertisements in making buying decisions.	138
94.5	2.73	Use the common forms of mass media with discrimination.	126
94.5	2.73	Understand human growth and development from infancy through old age.	139
96.0	2.74	Understand the importance and ways of conserving energy in your home.	18
97.5	2.76	Understand use of comparison shopping principles.	87
97.5	2.76	Be aware of the advantages/disadvantages of changing traditional ideas about family relationships.	108
100.0	2.77	Understand human reproduction and its physical and psychological effects.	33
100.0	2.77	Be able to use consumer guides to help make buying decisions.	70
100.0	2.77	Know how to plan a trip, making use of maps, schedules, and travel agencies.	110
102.5	2.78	Appreciate the value of being alone "doing nothing".	85
102.5	2.78	Understand the purposes, organization, procedures and responsibilities of our Judicial system .	115
104.5	2.79	Understand words related to citizenship.	60
104.5	2.79	Understand the relationship between government services provided through social legislation and the federal, state and local tax systems.	112
106.0	2.80	Know how to make decisions when buying furniture and large appliances.	74

Rank	Mean	Competency	Number
108.5	2.81	Be familiar with a variety of activities which can be enjoyed by a family or a group in the home.	10
108.5	2.81	Know how to make a home more attractive, more comfortable, more convenient.	42
108.5	2.81	Be able to identify and explain available community health services.	44
108.5	2.81	Understand how you contribute to and are responsible for solutions to environmental problems.	103
111.5	2.82	Understand the qualifications, procedures and responsibilities for registering to vote and voting.	34
111.5	2.82	Understand how leisure activities affect the environment and how environment conditions affect leisure activites.	57
114.0	2.84	Understand how the functions and tactics of pressure groups such as lobbyists influence events in the United States and the world.	59
114.0	2.84	Be familiar with the many types of reading for pleasure.	62
114.0	2.84	Know the proper use and care of supplies and equipment used for home maintenance and repairs.	79
116.0	2.85	Understand the organization and responsibilities of the United States government.	54
117.0	2.86	Understand the organization and responsibilities of our executive branch of local, state and national governments.	144
118.5	2.87	Know where to go and how to buy a home.	24
118.5	2.87	Understand how you can affect the legislative process.	28
120.0	2.88	Understand the organization and responsibilities of our California state government.	43
121.5	2.94	Understand how local forms of government differ from state and national government in organization and responsibilities.	99
121.5	2.94	Understand how events in the United States affect other parts of the world and how events in other parts of the world affect the United States.	135
123.5	2.95	Understand the rights and responsibilities of the non-citizen.	50

Rank	Mean	Competency	Numb
123.5	2.95	Be acquainted with places of interest in your community.	121
125.0	2.98	Know how to order and pay for meals in a restaurant.	52
126.0	2.99	Be able to participate in at least one individual recreational activity and/or one team sport.	111
127.0	3.05	Know and interpret sources of information about political issues.	88
128.0	3.06	Be familiar with sources of information concerning films, radio programs, television shows, records and tapes.	100
129.0	3.12	Provide accurate and appropriate information about reproduction and sex at different stages in a child's life.	46
130.0	3.19	Understand how major historical developments in the United States and California affect citizens today.	124
131.0	3.20	Understand the functions and organization of political parties.	40
132.0	3.22	Be familiar with a variety of places to visit in your region, in other parts of the country, and in foreign lands.	128
133.5	3.27	Know of facilities where you can participate in or observe athletic activity.	105
133.5	3.27	According to your values, know how to locate, select and appreciate musical and theatrical performances.	125
135.0	3.29	Be familiar with catalogue and coupon buying.	141
136.0	3.38	Understand the purposes and methods of buying and using Food Stamps.	94
137.0	3.46	Be an informed spectator in at least one sport.	41
138.0	3.52	Be familiar with facilities where you can see different kinds of art displayed.	113

APPENDEX I

COMPETENCY ACHIEVEMENT PACKETS

TO BE DEVELOPED 1977-1978

Los Angeles Unified School District
Division of Career and Continuing Education
Life Skills for Job Success Project

Competency Achievement Packets (CAPs)
To be Developed 1977-78

1. Applying for A Job - Understand how to prepare a resume, write a letter of application, complete application forms and develop potential employment resources.

2. Sources of Employment Information - Understand and use employment information (radio, t.v., newspaper, trade and professional journals, and personal contacts).

3. Employment Agencies - Understand how to select and use the services of public and private employment agencies.

4. Job Interviews - Understand acceptable employment interview behavior.

5. Interpersonal Skills on The Job - Understand the interpersonal skills needed to interact effectively with supervisors, co-workers and others.

6. Evaluation of Job Performances - Understand what behaviors may lead to a promotion in contrast to those which may lead to the loss of a job.

7. Attitudes Toward Work - Understand own attitudes and the attitudes of others toward work.

8. Career Ladders - Understand "career ladder" and how you can continually upgrade skills to obtain more satisfying work.

9. Knowledge of Self - Evaluate how your own interests, abilities, goals and values may affect career decisions.

10. Career Requirement and Characteristics - Know the duties, abilities and work conditions of different career fields.

11. Personal Characteristics and Career Requirements - Relate own abilities, interests, goals and values to different career field requirements.

12. Lifelong Career Development - Understand how a person's educational and occupational choices affect career development throughout life.

13. Employee Benefits - Understand rules, regulations, procedures and practices related to employee wages, deductions, benefits and working conditions.

14. Equal Employment Opportunity - Understand the meaning of "Equal Opportunity" from the employer's and employee's viewpoint.

15. Employment Trends - Understand how changes in society and technology affect employment openings and requirements.

16. Labor Unions - Understand the purposes and practices of labor unions which affect society, industry and the individual worker.

17. Personal Hygiene - Understand the importance and methods of good personal hygiene.

18. Physical Fitness - Understand the importance of exercise, rest, sleep and nutrition habits.

19. Safety - Know the basic safety measure for preventing injuries at home and on the job.

20. Medical Check-ups - Understand the importance of regular medical check ups.

21. Basic Work-Related Skills - Possess basic work-related skills such as communication, manual, problem-solving and numerical.

22. Management of Family Resources - Manage time, energy and family finances effectively.

23. The Psychologically Healthy Person - Understand the meaning and importance of mental health to the total health of a person.

24. Public Transportation - Identify locations and advantages/disadvantage of the different kinds of public transportation.

TABLES

RANK ORDERS OF GOAL (COMPETENCY) RATINGS

TABLE 2

Breakdown of Sample by Role, Age, Subject Area, Ethnicity, Sex and Center

Breakdown of Sample

Role			Ethinicity		
Student	117	40%	Black	71	25%
Previous student	12	4%	White	158	55%
Educator (teachers,	110	38%	Spanish-Surname	33	11%
Counselors, administrator)	48	17%	Other (American Indian,		
Community	2	1%	Asian other)	26	9%
No response,	289	100%	No response	1	
Total			Total	289	100%

Age			Sex
25 and under	77	27%	Male
26 - 40	91	31%	Female
41 - 55	95	33%	No response
56 and over	26	9%	Total
No response	0		
Total	289	100%	

Subject Area			Region		
Health	21	7%	Central City Occ. Center	93	32%
Business	80	28%	E. Los Angeles Occ. Center	27	8%
Home Economics	2	.5%	Harbor Occupational Center	36	12%
Agricultural and Environmental	2	.5%	Metropolitan Skill Center	27	9%
Public Services	6	2%	North Valley Occ. Center	48	17%
Industrial Education	100	35%	Watts Skill Center	29	10%
None of the above	78	27%	West Vally Occ. Center	29	10%
Total	289	100%	Total	289	100%

TABLE 2
Continued

Breakdown of Sample by Role, Age, Subject Area, Ethnicity, Sex and Region

Breakdown of Sample

Role			Ethinicity		
Student	117	40%	Black	71	25%
Previous student	12	4%	White	158	55%
Educator (teachers, Counselors, administrator)	110	38%	Spanish-Surname	33	11%
Community	48	17%	Other (American Indian, Asian other)	26	9%
No response	2	1%	No response	1	
Total	289	100%	Total	289	100%

Age			Sex		
25 and under	77	27%	Male		
26 - 40	91	31%	Female		
41 - 55	95	33%	No response		
56 and over	26	9%	Total		
No response	0				
Total	289	100%			

Subject Area			Region		
Health	21	7%	Central City Occ. Center	93	32%
Business	80	28%	E. Los Angeles Occ. Center	27	8%
Home Economics	2	.5%	Harbor Occupational Center	36	12%
Agricultural and Environmental	2	.5%	Metropolitan Skill Center	27	9%
Public Services	6	2%	North Valley Occ. Center	48	17%
Industrial Education	100	35%	Watts Skill Center	29	10%
None of the above	78	27%	West Vally Occ. Center	29	10%
Total	289	100%	Total	289	100%

TABLE 3

RANK OF MEAN GOAL RATINGS

OBS	NUMBER	CODE	RANK	MEAN
1	131	INTERPERSONAL RELATIONS ON THE JOB	1.5	1.25
2	137	EVALUATION OF JOB PERFORMANCE	1.5	1.25
3	129	JOB INTERVIEW	3.0	1.28
4	51	APPLYING FOR A JOB	4.0	1.30
5	90	CAREER LADDERS	5.0	1.35
6	77	CAREER DECISION-MAKING	6.0	1.37
7	120	WORK-RELATED VOCABULARY	7.0	1.45
8	23	PERSONAL HYGIENE	8.5	1.50
9	122	ATTITUDES TOWARDS WORK	8.5	1.50
10	143	PERSONAL CHARACTERISTICS AND CAREER DECISIONS	10.0	1.51
11	75	EMPLOYMENT BENEFITS	11.5	1.55
12	132	PERSONAL CHARACTERISTICS AND CAREER REQUIREMENTS	11.5	1.55
13	58	LIFE-LONG CAREER DEVELOPMENT	13.0	1.56
14	104	BASIC WORK-RELATED SKILLS	14.5	1.59
15	106	PHYSICAL FITNESS	14.5	1.59
16	21	SAFETY IN THE HOME AND ON THE JOB	16.0	1.65
17	19	VALUE OF WORK TO THE INDIVIDUAL	17.0	1.66
18	78	EQUAL EMPLOYMENT OPPORTUNITY	18.0	1.72
19	127	MANAGEMENT OF FAMILY RESOURCES	19.0	1.74
20	53	SOURCES OF EMPLOYMENT INFORMATION	20.0	1.75
21	26	FIRST AID	21.0	1.84
22	17	HEALTH EXAMINATION	22.5	1.85
23	61	EMPLOYMENT TRENDS	22.5	1.85
24	73	SERVICE TO OTHERS	24.0	1.88
25	119	EMPLOYMENT AGENCIES	25.0	1.89
26	20	CHARACTERISTICS AND REQUIREMENTS/CAREER FIELDS	26.0	1.92
27	65	LABOR UNIONS	27.0	1.97

TABLE 3
Continued

RANK OF MEAN GOAL RATINGS

OBS	NUMBER	COMP	RANK	MEAN
28	45	SAVINGS	28.0	1.98
29	27	COMMUNITY HEALTH SERVICES	29.0	2.01
30	39	BUDGETING AND FINANCIAL RECORD KEEPING	30.0	2.06
31	49	AUTOMOBILES	31.0	2.07
32	96	PUBLIC TRANSPORTATION	32.0	2.09
33	107	THE PSYCHOLOGICALLY ILL PERSON	33.0	2.11
34	11	VEHICLES OF THE LAW	34.5	2.12
35	32	CREDIT	34.5	2.12
36	136	VALUE OF WORK TO SOCIETY	36.0	2.15
37	67	CONSUMER VOCABULARY	37.0	2.19
38	15	INTERPERSONAL SKILLS IN GROUP RELATIONSHIPS	39.0	2.20
39	29	HEALTH INSURANCE AND BENEFITS	39.0	2.20
40	146	RESPONSIBILITIES OF PARENTHOOD	39.0	2.20
41	56	CONSTITUTIONAL RIGHTS	41.5	2.23
42	92	RESPONSIBILITIES OF CITIZENSHIP	41.5	2.23
43	30	NUTRITION IN THE HOME	43.5	2.24
44	109	DRUGS, CIGARETTES AND ALCOHOL	43.5	2.24
45	102	SOLVING FAMILY PROBLEMS	45.0	2.26
46	81	BANKING SERVICES	46.0	2.27
47	64	KNOWLEDGE OF SELF	47.0	2.28
48	68	WEIGHTS AND MEASURES	48.0	2.29
49	82	PLANNING FOR THE FUTURE	49.0	2.30
50	80	EDUCATIONAL SERVICES AND EXPENSES	50.0	2.31
51	47	CLOTHING	51.5	2.32
52	98	LEGAL SERVICES	51.5	2.32
53	14	INTERPERSONAL FAMILY RELATIONSHIPS	53.5	2.34
54	48	MEDICAL TERMINOLOGY	53.5	2.34

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TABLE 3
Continued

RANK OF MEAN GOAL RATINGS

OBS	NUMBER	COMP	RANK	MEAN
55	72	HOME AND SCHOOL COOPERATION	55.0	2.36
56	69	CHILD HEALTH CARE	56.0	2.40
57	97	CONSUMER CONTRACTS	58.0	2.41
58	133	CONSUMER RIGHTS AND RESPONSIBILITIES	58.0	2.41
59	147	SALES, INCOME, PROPERTY, AND OTHER TAXES	58.0	2.41
60	12	PLURALISTIC COMPOSITION OF THE U.S.	60.0	2.42
61	37	THE ECONOMIC SYSTEM	61.5	2.43
62	114	INSURANCE	61.5	2.43
63	130	FAMILY PLANNING	63.0	2.44
64	91	SAFE DRIVING	64.5	2.45
65	93	CONSUMER VALUES AND LIFESTYLES	64.5	2.45
66	83	COMMUNITY FAMILY SERVICES	66.5	2.47
67	86	RESPECT FOR THE LAW	66.5	2.47
68	38	BODY FUNCTIONS	68.0	2.50
69	117	INSTRUCTIONAL FACILITIES	69.5	2.51
70	145	THE CONSUMER AND THE ENVIRONMENT	69.5	2.51
71	63	BENEFITS OF RECREATION	71.0	2.52
72	123	LEISURE DECISION-MAKING	72.0	2.54
73	89	WOMEN IN THE WORK FORCE	73.0	2.55
74	95	CONSUMER PROTECTION	74.0	2.56
75	71	LEISURE THROUGHOUT LIFE	75.0	2.58
76	66	CHRONIC DISEASE	76.5	2.60
77	140	HOUSING NEEDS	76.5	2.60
78	31	LABELS	78.0	2.62
79	36	LEISURE TIME	80.0	2.63
80	55	COMMUNICABLE DISEASE	80.0	2.63
81	118	CURRENT ISSUES	80.0	2.63
82	116	HOBBIES	82.0	2.65

TABLE 3
Continued

RANK OF MEAN GOAL RATINGS

OBS	NUMBER	COMP	RANK	MEAN
83	76	COMMUNITY HOUSING SERVICES	83.5	2.66
84	84	COMMUNITY GROUPS	83.5	2.66
85	13	LIBRARIES	85.0	2.67
86	142	SUPPLY AND DEMAND	86.0	2.68
87	16	HEALTH QUACKERY, FRAUD AND MALPRACTICE	87.5	2.69
88	22	RENTING	87.5	2.69
89	25	FAMILIES WITH SPECIAL NEEDS/PROBLEMS	89.5	2.70
90	134	VENEREAL DISEASE	89.5	2.70
91	101	SINGLE PARENT FAMILIES	91.0	2.71
92	35	SEXUAL EXPRESSION	92.5	2.72
93	138	ADVERTISING	92.5	2.72
94	126	USING MASS MEDIA	94.5	2.73
95	139	HUMAN GROWTH AND DEVELOPMENT	94.5	2.73
96	18	CONSERVING ENERGY IN THE HOME	96.0	2.74
97	87	COMPARISON SHOPPING	97.5	2.76
98	108	TRENDS IN FAMILY RELATIONSHIPS	97.5	2.76
99	33	HUMAN REPRODUCTION	100.0	2.77
100	70	CONSUMER GUIDES	100.0	2.77
101	110	PLANNING A TRIP	100.0	2.77
102	85	TIME ALONE	102.5	2.78
103	115	THE JUDICAL SYSTEM	102.5	2.78
104	60	VOCABULARY RELATED TO CITIZENSHIP	104.5	2.79
105	112	SOCIAL LEGISLATION AND TAXES	104.5	2.79
106	74	FURNITURE AND APPLIANCES	106.0	2.80
107	10	HOME ACTIVITIES	108.5	2.81
108	42	HOME IMPROVEMENT	108.5	2.81
109	44	COMMUNITY HEALTH SERVICES	108.5	2.81
110	103	CITIZEN AND ENVIRONMENT	108.5	2.81
111	34	VOTING	111.5	2.82

TABLE 3
Continued

RANK OF MEAN GOAL RATINGS

OBS	NUMBER	COMP	RANK	MEAN
112	57	THE ENVIRONMENT AND LEISURE ACTIVITY	111.5	2.82
113	59	PRESSURE GROUPS AND LOBBYISTS	114.0	2.84
114	62	READING FOR PLEASURE	114.0	2.84
115	79	HOME MAINTENANCE	114.0	2.84
116	54	U.S. NATIONAL GOVERNMENT	116.0	2.85
117	144	THE EXECUTIVE BRANCH	117.0	2.86
118	24	BUYING, MORTGAGING, AND FINANCING A HOME	118.5	2.87
119	28	LEGISLATIVE PROCESS	118.5	2.87
120	43	CALIF. STATE GOVERNMENT	120.0	2.88
121	99	LOCAL GOVERNMENT	121.5	2.94
122	135	CITIIZEN - US & WORLD	121.5	2.94
123	50	THE NON-CITIZEN	123.5	2.95
124	121	LOCAL PLACES OF INTEREST	123.5	2.95
125	52	EATING OUT	125.0	2.98
126	111	SPORTS PARTICIPATION	126.0	2.99
127	88	SOURCES & INTERPRETATION OF POLITICAL INFORMATION	127.0	3.05
128	100	SOURCES OF MASS MEDIA INFORMATION	128.0	3.06
129	46	TEACHING CHILDREN ABOUT SEX	129.0	3.12
130	124	HISTORICAL DEVELOPMENTS IN US & CALIF	130.0	3.19
131	40	POLITICAL PARTIES	131.0	3.20
132	128	TRAVEL LOCATIONS	132.0	3.22
133	105	SPORT FACILITIES	133.5	3.27
134	125	THE PERFORMING ARTS	133.5	3.27
135	141	BUYING BY MAIL	135.0	3.29
136	94	FOOD STAMPS	136.0	3.38
137	41	SPORTS SPECTATOR	137.0	3.46
138	113	ART EXHIBITS	138.0	3.52

TABLE 4

RANK OF MEAN GOAL RATINGS BY ROLE

NUMBER	COMP	STUDENT	P_STUD	EDUC	COMM
10	HOME ACTIVITIES	107.5	113.0	105.0	105.5
11	VEHICLES OF THE LAW	38.0	28.5	37.0	34.5
12	PLURALISTIC COMPOSITION OF THE U.S.	66.0	76.0	63.5	33.0
13	LIBRARIES	80.0	76.0	93.5	98.0
14	INTERPERSONAL FAMILY RELATIONSHIPS	68.5	88.0	41.5	44.0
15	INTERPERSONAL SKILLS IN GROUP RELATIONSHIPS	63.0	98.5	27.0	24.5
16	HEALTH QUACKERY, FRAUD AND MALPRACTICE	77.5	64.5	102.5	98.0
17	HEALTH EXAMINATION	15.0	21.0	22.0	31.5
18	CONSERVING ENERGY IN THE HOME	83.5	48.5	113.0	110.0
19	VALUE OF WORK TO THE INDIVIDUAL	19.0	21.0	16.5	9.0
20	CHARACTERISTICS AND REQUIREMENTS/CAREER FIELDS	26.5	25.0	30.0	20.0
21	SAFETY IN THE HOME AND ON THE JOB	13.0	12.5	16.5	21.0
22	RENTING	94.5	41.0	89.5	86.5
23	PERSONAL HYGIENE	11.5	6.5	10.0	12.0
24	BUYING, MORTGAGING, AND FINANCING A HOME	116.0	98.5	114.0	117.5
25	FAMILIES WITH SPECIAL NEEDS/PROBLEMS	81.0	64.5	98.5	105.5
26	FIRST AID	21.0	9.0	23.5	24.5
27	COMMUNITY HEALTH SERVICES	28.0	25.0	29.0	38.0
28	LEGISLATIVE PROCESS	115.0	125.0	112.0	114.0
29	HEALTH INSURANCE AND BENEFITS	33.5	41.0	46.0	56.5
30	NUTRITION IN THE HOME	39.0	88.0	47.5	51.5
31	LABELS	68.5	106.0	86.0	86.5
32	CREDIT	33.5	41.0	36.0	34.5
33	HUMAN REPRODUCTION	104.5	120.5	97.0	90.0
34	VOTING	120.5	113.0	87.5	110.0
35	SEXUAL EXPRESSION	102.5	113.0	91.5	71.0
36	LEISURE TIME	71.5	120.5	84.5	83.0
37	THE ECONOMIC SYSTEM	49.5	41.0	75.5	60.5
38	BODY FUNCTIONS	71.5	98.5	51.5	86.5

TABLE 4
Continued

RANK OF MEAN GOAL RATINGS BY ROLE

NUMBER	COMP	STUDENT	P_STUD	EDUC	COMM
39	BUDGETING AND FINANCIAL RECORD KEEPING	30.0	41.0	34.5	29.0
40	POLITICAL PARTIES	133.0	129.0	131.5	129.0
41	SPORTS SPECTATOR	138.0	135.0	137.0	135.0
42	HOME IMPROVEMENT	107.5	64.5	107.5	119.0
43	CALIF. STATE GOVERNMENT	107.5	76.0	121.5	110.0
44	COMMUNITY HEALTH SERVICES	104.5	129.0	93.5	125.0
45	SAVINGS	29.0	21.0	32.0	26.0
46	TEACHING CHILDREN ABOUT SEX	130.0	113.0	130.0	128.0
47	CLOTHING	51.5	76.0	47.5	58.0
48	MEDICAL TERMINOLOGY	41.0	64.5	58.0	69.5
49	AUTOMOBILES	35.5	28.5	25.0	44.0
50	THE NON-CITIZEN	120.5	120.5	126.0	101.5
51	APPLYING FOR A JOB	2.0	2.0	3.0	4.0
52	EATING OUT	124.0	125.0	120.0	125.0
53	SOURCES OF EMPLOYMENT INFORMATION	20.0	25.0	18.5	22.0
54	U.S. NATIONAL GOVERNMENT	100.0	106.0	119.0	105.5
55	COMMUNICABLE DISEASE	87.0	113.0	71.0	78.0
56	CONSTITUTIONAL RIGHTS	35.5	64.5	50.0	44.0
57	THE ENVIRONMENT AND LEISURE ACTIVITY	114.0	98.5	104.0	92.0
58	LIFE-LONG CAREER DEVELOPMENT	14.0	6.5	13.0	6.5
59	PRESSURE GROUPS AND LOBBYISTS	118.0	88.0	110.5	98.0
60	VOCABULARY RELATED TO CITIZENSHIP	110.0	106.0	110.5	78.0
61	EMPLOYMENT TRENDS	22.0	18.0	23.5	23.0
62	READING FOR PLEASURE	123.0	76.0	100.5	101.5
63	BENEFITS OF RECREATION	88.5	41.0	59.0	67.5
64	KNOWLEDGE OF SELF	56.0	54.5	43.0	48.0
65	LABOR UNIONS	26.5	21.0	31.0	28.0
66	CHRONIC DISEASE	85.5	113.0	66.0	83.0
67	CONSUMER VOCABULARY	45.0	54.5	39.5	30.0
68	WEIGHTS AND MEASURES	37.0	35.0	61.0	55.0

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TABLE 4
Continued

RANK OF MEAN GOAL RATINGS BY ROLE

NUMBER	COM	STUDENT	P_STUD	EDUC	COMM
69	CHILD HEALTH CARE	53.0	48.5	63.5	59.0
70	CONSUMER GUIDES	97.5	54.5	95.0	122.0
71	LEISURE THROUGHOUT LIFE	74.0	88.0	83.0	64.0
72	HOME AND SCHOOL COOPERATION	59.0	48.5	54.0	41.5
73	SERVICE TO OTHERS	23.0	48.5	26.0	15.0
74	FURNITURE AND APPLIANCES	112.5	98.5	107.5	86.5
75	EMPLOYMENT BENEFITS	7.0	12.5	14.0	19.0
76	COMMUNITY HOUSING SERVICES	92.5	64.5	78.0	90.0
77	CAREER DECISION-MAKING	6.0	9.0	5.0	8.0
78	EQUAL EMPLOYMENT OPPORTUNITY	18.0	12.5	20.0	17.0
79	HOME MAINTENANCE	117.0	88.0	107.5	103.0
80	EDUCATIONAL SERVICES AND EXPENSES	47.5	48.5	49.0	56.5
81	BANKING SERVICES	54.0	48.5	41.5	51.5
82	PLANNING FOR THE FUTURE	32.0	41.0	69.5	50.0
83	COMMUNITY FAMILY SERVICES	70.0	64.5	54.0	74.0
84	COMMUNITY GROUPS	92.5	64.5	72.5	117.5
85	TIME ALONE	122.0	98.5	79.0	114.0
86	RESPECT FOR THE LAW	77.5	88.0	57.0	53.5
87	COMPARISON SHOPPING	119.0	106.0	87.5	72.5
88	SOURCES & INTERPRETATION OF POLITICAL INFORMATION	128.5	135.0	121.5	127.0
89	WOMEN IN THE WORK FORCE	77.5	88.0	75.5	62.5
90	CAREER LADDERS	5.0	4.5	6.0	6.5
91	SAFE DRIVING	66.0	35.0	56.0	83.0
92	RESPONSIBILITIES OF CITIZENSHIP	61.0	35.0	38.0	27.0
93	CONSUMER VALUES AND LIFESTYLES	62.0	58.0	68.0	46.5
94	FOOD STAMPS	135.0	138.0	135.0	138.0
95	CONSUMER PROTECTION	66.0	82.5	77.0	93.0
96	PUBLIC TRANSPORTATION	31.0	31.5	34.5	39.5
97	CONSUMER CONTRACTS	55.0	82.5	65.0	53.5
98	LEGAL SERVICES	43.5	45.0	51.5	65.5

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TABLE 4
Continued

RANK OF MEAN GOAL RATINGS BY ROLE

NUMBER	COM	STUDENT	P_STUD	EDUC	COMM
99	LCCAL GCVERNEENT	112.5	117.0	128.0	114.0
100	SOURCES OF MASS MEDIA INFOBMATION	127.0	93.5	127.0	130.0
101	SINGLE PARENT FAMILIES	90.5	127.0	100.5	65.5
102	SOLVING FAMILY PRCBLEMS	49.5	93.5	44.5	41.5
103	CITIZEN AND ENVIRCNMENT	97.5	106.0	118.0	100.0
104	EASIC WORK-RELATED SKILLS	16.5	31.5	9.0	14.0
105	SPORT FACILITIES	131.0	133.0	136.0	134.0
106	PHYSICAL FITNESS	11.5	15.0	15.0	18.0
107	THE PSYCHOLOGICALLY ILL PERSCN	40.0	54.5	28.0	39.5
108	TRENDS IN FAMILY RELATIONSHIES	100.0	106.0	89.5	120.0
109	DRUGS, CIGARETTES AND ALCOHCI	46.0	64.5	39.5	46.5
110	PLANNING A TRIP	100.0	76.0	98.5	110.0
111	SPORTS PARTICIPATICN	125.0	125.0	123.5	121.0
112	SOCIAL LEGISIATICN AND TAXES	82.0	120.5	115.5	116.0
113	ART EXHIEITS	137.0	137.0	138.0	136.0
114	INSURANCE	51.5	76.0	69.5	62.5
115	THE JUDICAL SYSTEM	96.0	120.5	115.5	72.5
116	HCBBIES	83.5	98.5	81.0	95.0
117	INSTRUCTIONAL FACILITIES	60.0	120.5	67.0	78.0
118	CURRENT ISSUES	74.0	76.0	91.5	78.0
119	EMPLCYMENT AGENCIES	25.0	35.0	21.0	31.5
120	WCRK-RELATED VOCABULARY	10.0	16.5	7.0	5.0
121	LCCAL PLACES OF INTEREST	126.0	76.0	117.0	123.0
122	ATTITUDES TOWARDS WORK	8.5	16.5	11.0	11.0
123	LEISURE DECISION-MAKING	64.0	88.0	74.0	81.0
124	HISTORICAL DEVELCIMENTS IN US & CALIF	128.5	129.0	131.5	132.0
125	THE PERFCRMING ARTS	134.0	135.0	133.5	133.0
126	USING MASS MEDIA	102.5	76.0	96.0	75.0
127	MANAGEMENT OF FAMILY RESCURCES	24.0	21.0	18.5	16.0

TABLE 4
Continued

RANK OF MEAN GOAL RATINGS BY ROLE

NUMBER	COMP	STUDENT	P_STUD	EDUC	COMM
128	TRAVEL LOCATIONS	132.0	131.5	133.5	131.0
129	JOB INTERVIEW	4.0	2.0	2.0	2.0
130	FAMILY PLANNING	77.5	76.0	54.0	49.0
131	INTERPERSONAL RELATIONS ON THE JOB	3.0	2.0	1.0	3.0
132	PERSONAL CHARACTERISTICS AND CAREER REQUIREMENTS	16.5	12.5	8.0	10.0
133	CONSUMER RIGHTS AND RESPONSIBILITIES	57.5	28.5	61.0	60.5
134	VENEREAL DISEASE	107.5	106.0	72.5	110.0
135	CITIIZEN - US & WORLD	111.0	113.0	125.0	125.0
136	VALUE OF WORK TO SOCIETY	42.0	35.0	33.0	36.5
137	EVALUATION OF JOB PERFORMANCE	1.0	4.5	4.0	1.0
138	ADVERTISING	85.5	64.5	102.5	95.0
139	HUMAN GROWTH AND DEVELOPMENT	88.5	64.5	107.5	90.0
140	HOUSING NEEDS	74.0	64.5	81.0	78.0
141	BUYING BY MAIL	136.0	131.5	129.0	137.0
142	SUPPLY AND DEMAND	90.5	88.0	84.5	95.0
143	PERSONAL CHARACTERISTICS AND CAREER DECISIONS	8.5	9.0	12.0	13.0
144	THE EXECUTIVE BRANCH	94.5	98.5	123.5	105.5
145	THE CONSUMER AND THE ENVIRONMENT	57.5	54.5	81.0	69.5
146	RESPONSIBILITIES OF PARENTHOOD	43.5	28.5	44.5	36.5
147	SALES, INCOME, PROPERTY, AND OTHER TAXES	47.5	54.5	61.0	67.5

TABLE 5

RANK OF MEAN GOAL RATINGS BY AGE GROUP

NUMBER	COMP	LE_25	A26_40	A41_55	GE_56
10	HOME ACTIVITIES	90.0	118.0	103.5	106.5
11	VEHICLES OF THE LAW	35.0	41.0	30.0	50.5
12	PLURALISTIC COMPOSITION OF THE U.S.	80.5	65.0	45.0	56.5
13	LIBRARIES	91.5	88.0	81.5	76.0
14	INTERPERSONAL FAMILY RELATIONSHIPS	75.0	55.0	41.0	58.5
15	INTERPERSONAL SKILLS IN GROUP RELATIONSHIPS	67.5	41.0	26.0	54.5
16	HEALTH QUACKERY, FRAUD AND MALPRACTICE	65.0	95.5	103.5	98.0
17	HEALTH EXAMINATION	24.0	22.0	22.0	24.0
18	CONSERVING ENERGY IN THE HOME	71.5	102.5	114.0	93.5
19	VALUE OF WORK TO THE INDIVIDUAL	20.0	19.5	13.5	14.0
20	CHARACTERISTICS AND REQUIREMENTS/CAREER FIELDS	22.0	35.0	24.0	24.0
21	SAFETY IN THE HOME AND ON THE JOB	11.0	16.5	16.5	14.0
22	RENTING	66.0	104.0	96.5	81.5
23	PERSONAL HYGIENE	16.0	5.5	8.5	14.0
24	BUYING, MORTGAGING, AND FINANCING A HOME	112.5	106.0	121.0	101.5
25	FAMILIES WITH SPECIAL NEEDS/PROBLEMS	84.0	77.5	105.0	123.5
26	FIRST AID	17.0	18.0	31.5	21.5
27	COMMUNITY HEALTH SERVICES	30.0	31.5	28.0	36.0
28	LEGISLATIVE PROCESS	112.5	117.0	111.0	109.5
29	HEALTH INSURANCE AND BENEFITS	38.0	31.5	49.5	46.0
30	NUTRITION IN THE HOME	45.0	38.0	47.0	46.0
31	LABELS	73.5	63.0	101.5	98.0
32	CREDIT	40.0	30.0	38.0	46.0
33	HUMAN REPRODUCTION	115.5	81.5	108.0	106.5
34	VOTING	126.0	102.5	96.5	81.5
35	SEXUAL EXPRESSION	101.5	94.0	87.0	86.5
36	LEISURE TIME	73.5	81.5	80.0	117.0
37	THE ECONOMIC SYSTEM	46.5	59.0	76.5	58.5
38	BODY FUNCTIONS	95.0	60.0	58.5	66.5

TABLE 5
Continued

RANK OF MEAN GOAL RATINGS BY AGE GROUP

NUMBER	COMP	LE_25	A26_40	A41_55	GE_56
39	BUDGETING AND FINANCIAL RECORD KEEPING	32.5	27.5	40.0	33.0
40	POLITICAL PARTIES	133.5	130.0	129.0	130.0
41	SPORTS SPECTATOR	138.0	138.0	136.0	137.0
42	HOME IMPROVEMENT	110.0	98.0	108.0	112.5
43	CALIF. STATE GOVERNMENT	97.0	116.0	122.0	117.0
44	COMMUNITY HEALTH SERVICES	108.0	100.0	114.0	93.5
45	SAVINGS	27.0	24.5	34.0	32.0
46	TEACHING CHILDREN ABOUT SEX	128.5	125.5	130.0	128.5
47	CLOTHING	52.0	56.5	43.0	66.5
48	MEDICAL TERMINOLOGY	50.5	48.5	55.5	76.0
49	AUTOMOBILES	36.0	29.0	31.5	58.5
50	THE NON-CITIZEN	125.0	113.0	124.0	123.5
51	APPLYING FOR A JOB	5.0	3.5	4.0	5.0
52	EATING OUT	120.0	127.0	123.0	109.5
53	SOURCES OF EMPLOYMENT INFORMATION	18.0	21.0	19.0	19.0
54	U.S. NATIONAL GOVERNMENT	99.5	121.0	116.5	89.0
55	COMMUNICABLE DISEASE	115.5	72.0	70.5	84.0
56	CONSTITUTIONAL RIGHTS	34.0	45.5	52.5	36.0
57	THE ENVIRONMENT AND LEISURE ACTIVITY	106.0	108.0	99.5	120.0
58	LIFE-LONG CAREER DEVELOPMENT	12.0	14.0	13.5	6.0
59	PRESSURE GROUPS AND LOBBYISTS	119.0	115.0	99.5	103.5
60	VOCABULARY RELATED TO CITIZENSHIP	106.0	111.0	101.5	79.0
61	EMPLOYMENT TRENDS	19.0	23.0	23.0	26.5
62	READING FOR PLEASURE	121.5	108.0	89.0	123.5
63	BENEFITS OF RECREATION	78.0	66.5	57.0	90.5
64	KNOWLEDGE OF SELF	55.0	45.5	45.0	48.0
65	LABOR UNIONS	27.0	24.5	35.0	21.5
66	CHRONIC DISEASE	99.5	77.5	76.5	54.5
67	CONSUMER VOCABULARY	40.0	36.0	45.0	39.5
68	WEIGHTS AND MEASURES	37.0	48.5	55.5	63.0

TABLE 5
Continued

RANK OF MEAN GOAL RATINGS BY AGE GROUP

NUMBER	CCME	LE_25	A26_40	A41_55	GE_56
69	CHILD HEALTH CARE	43.0	56.5	64.0	76.0
70	CCNSUMER GUIDES	91.5	90.0	108.0	120.0
71	LEISURE THRCUGHOUT LIFE	61.0	85.0	79.0	66.5
72	HCME AND SCHCCL CCCPERATION	69.5	54.0	52.5	30.0
73	SERVICE TO CTHERS	21.0	27.5	25.0	20.0
74	FURNITURE AND APPLIANCES	94.0	108.0	111.0	96.0
75	EMPLOYMENT BENEFITS	7.0	7.5	18.0	18.0
76	COMMUNITY HOUSING SERVICES	97.0	70.0	92.0	76.0
77	CAREER DECISION-MAKING	4.0	7.5	8.5	7.0
78	EQUAL EMPLOYMENT CPPCRTUNITY	13.0	15.0	20.0	24.0
79	HCME MAINTENANCE	103.5	121.0	106.0	71.0
80	EDUCATIONAL SERVICES AND EXPENSES	56.5	43.0	51.0	54.5
81	BANKING SERVICES	48.5	45.5	48.0	41.0
82	PLANNING FOR THE FUTURE	29.0	53.0	70.5	42.5
83	COMMUNITY FAMILY SERVICES	63.5	73.5	60.0	50.5
84	CCMMUNITY GRCUPS	77.0	97.0	83.0	71.0
85	TIME ALCNE	127.0	86.0	85.0	103.5
86	RESPECT FCR THE LAW	80.5	77.5	49.5	42.5
87	CCMPARISON SHOPPING	118.0	88.0	96.5	76.0
88	SOURCES & INTERPRETATION OF POLITICAL INFORMATION	124.0	129.0	127.0	101.5
89	WCMEN IN THE WORK FORCE	86.5	70.0	63.0	81.5
90	CAREER LADDERS	6.0	9.0	5.0	4.0
91	SAFE DRIVING	53.0	70.0	61.0	58.5
92	RESPONSIBILITIES CF CITIZENSHIP	80.5	51.5	28.0	30.0
93	CCNSUMER VALUES AND LIFESTYLES	56.5	64.0	58.5	73.0
94	FCOD STAMPS	133.5	136.0	137.0	136.0
95	CCNSUMER PROTECTICN	62.0	68.0	78.0	126.5
96	PUBLIC TRANSPORTATICN	31.0	33.0	37.0	44.0
97	CONSUMER CONTRACTS	54.0	50.0	74.0	61.0
98	LEGAL SERVICES	43.0	37.0	62.0	69.0

TABLE 5
Continued

RANK OF MEAN GOAL RATINGS BY AGE GROUP

NUMBER	COMP	LE_25	A26_40	A41_55	GE_56
99	LOCAL GOVERNMENT	114.0	119.0	126.0	115.0
100	SOURCES OF MASS MEDIA INFORMATION	128.5	121.0	128.0	128.5
101	SINGLE PARENT FAMILIES	110.0	77.5	96.5	90.5
102	SOLVING FAMILY PROBLEMS	60.0	39.0	42.0	36.0
103	CITIZEN AND ENVIRONMENT	93.0	113.0	111.0	100.0
104	BASIC WORK-RELATED SKILLS	23.0	11.0	11.0	16.0
105	SPORT FACILITIES	131.5	135.0	135.0	133.0
106	PHYSICAL FITNESS	15.0	10.0	15.0	9.0
107	THE PSYCHOLOGICALLY ILL PERSON	58.5	34.0	28.0	28.0
108	TRENDS IN FAMILY RELATIONSHIPS	110.0	100.0	92.0	86.5
109	DRUGS, CIGARETTES AND ALCOHOL	63.5	51.5	36.0	30.0
110	PLANNING A TRIP	89.0	95.5	114.0	106.5
111	SPORTS PARTICIPATION	123.0	124.0	125.0	123.5
112	SOCIAL LEGISLATION AND TAXES	83.0	110.0	116.5	93.5
113	ART EXHIBITS	137.0	137.0	138.0	138.0
114	INSURANCE	43.0	61.0	74.0	66.5
115	THE JUDICAL SYSTEM	97.0	113.0	90.0	112.5
116	HOBBIES	86.5	88.0	85.0	63.0
117	INSTRUCTIONAL FACILITIES	69.5	75.0	66.0	50.5
118	CURRENT ISSUES	71.5	92.5	81.5	66.5
119	EMPLOYMENT AGENCIES	25.0	26.0	21.0	26.5
120	WORK-RELATED VOCABULARY	10.0	5.5	6.5	11.0
121	LOCAL PLACES OF INTEREST	117.0	128.0	118.0	120.0
122	ATTITUDES TOWARDS WORK	9.0	13.0	10.0	11.0
123	LEISURE DECISION-MAKING	46.5	91.0	68.5	93.5
124	HISTORICAL DEVELOPMENTS IN US & CALIF	121.5	133.0	131.0	131.5
125	THE PERFORMING ARTS	135.0	131.0	133.0	135.0
126	USING MASS MEDIA	101.5	92.5	85.0	112.5
127	MANAGEMENT OF FAMILY RESOURCES	27.0	16.5	16.5	17.0

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TABLE 5
Continued

RANK OF MEAN GOAL RATINGS BY AGE GROUP

NUMBER	COMP	LE_25	A26_40	A41_55	GE_56
128	TRAVEL LOCATIONS	130.0	132.0	132.0	134.0
129	JOB INTERVIEW	3.0	3.5	3.0	2.5
130	FAMILY PLANNING	86.5	62.0	54.0	36.0
131	INTERPERSONAL RELATIONS ON THE JOB	1.5	2.0	1.0	1.0
132	PERSONAL CHARACTERISTICS AND CAREER REQUIREMENTS	14.0	19.5	6.5	8.0
133	CONSUMER RIGHTS AND RESPONSIBILITIES	50.5	58.0	68.5	54.5
134	VENEREAL DISEASE	131.5	80.0	72.0	81.5
135	CITIIZEN - US & WORLD	106.0	125.5	120.0	126.5
136	VALUE OF WORK TO SOCIETY	40.0	45.5	33.0	36.0
137	EVALUATION OF JOB PERFORMANCE	1.5	1.0	2.0	2.5
138	ADVERTISING	67.5	105.0	94.0	117.0
139	HUMAN GROWTH AND DEVELOPMENT	103.5	83.5	92.0	112.5
140	HOUSING NEEDS	80.5	83.5	74.0	86.5
141	BUYING BY MAIL	136.0	134.0	134.0	131.5
142	SUPPLY AND DEMAND	76.0	100.0	88.0	71.0
143	PERSONAL CHARACTERISTICS AND CAREER DECISIONS	8.0	12.0	12.0	11.0
144	THE EXECUTIVE BRANCH	86.5	123.0	119.0	106.5
145	THE CONSUMER AND THE ENVIRONMENT	58.5	66.5	66.0	98.0
146	RESPONSIBILITIES OF PARENTHOOD	48.5	41.0	39.0	39.5
147	SALES, INCOME, PROPERTY, AND OTHER TAXES	32.5	73.5	66.0	63.0

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TABLE

RANK OF MEAN GOAL RATINGS BY SUBJECT AREA

NUMBER	CODE	HEALTH	BUSINESS	PUB_SERV	IND_ED	OTHER
10	HOME ACTIVITIES	104.5	118.0	78.0	88.5	113.0
11	VEHICLES OF THE LAW	50.5	40.0	26.0	33.0	33.5
12	PLURALISTIC COMPOSITION OF THE U.S.	56.5	69.0	37.5	73.5	50.0
13	LIBRARIES	81.5	86.0	48.0	88.5	88.5
14	INTERPERSONAL FAMILY RELATIONSHIPS	72.0	56.5	26.0	68.0	37.5
15	INTERPERSONAL SKILLS IN GROUP RELATIONSHIPS	40.5	45.5	37.5	64.0	23.0
16	HEALTH QUACKERY, FRAUD AND MALPRACTICE	50.5	91.0	126.5	91.0	100.0
17	HEALTH EXAMINATION	10.0	23.5	26.0	25.5	25.0
18	CONSERVING ENERGY IN THE HOME	108.0	91.0	102.0	81.0	114.0
19	VALUE OF WORK TO THE INDIVIDUAL	30.5	19.0	3.5	17.0	14.0
20	CHARACTERISTICS AND REQUIREMENTS/CAREER FIELDS	66.5	23.5	19.0	23.5	27.0
21	SAFETY IN THE HOME AND ON THE JOB	23.5	21.5	10.5	8.0	17.0
22	RENTING	77.0	91.0	78.0	94.0	86.0
23	PERSONAL HYGIENE	1.5	9.0	15.0	12.0	12.0
24	BUYING, MORTGAGING, AND FINANCING A HOME	120.0	127.0	89.5	99.5	111.0
25	FAMILIES WITH SPECIAL NEEDS/PROBLEMS	45.0	101.5	102.0	99.5	82.5
26	FIRST AID	15.0	26.5	37.5	18.0	26.0
27	COMMUNITY HEALTH SERVICES	23.5	29.5	78.0	32.0	28.0
28	LEGISLATIVE PROCESS	110.5	108.5	108.0	111.5	115.5
29	HEALTH INSURANCE AND BENEFITS	20.5	35.0	62.5	44.0	45.5
30	NUTRITION IN THE HOME	30.5	41.5	37.5	44.0	52.0
31	LABELS	89.5	80.0	89.5	70.0	97.0
32	CREDIT	36.5	34.0	48.0	34.5	39.0
33	HUMAN REPRODUCTION	85.5	105.0	102.0	111.5	92.0
34	VOTING	113.0	105.0	89.5	116.5	96.0
35	SEXUAL EXPRESSION	77.0	91.0	62.5	102.0	94.0
36	LEISURE TIME	81.5	84.0	78.0	78.0	88.5
37	THE ECONOMIC SYSTEM	61.5	65.0	62.5	44.0	67.5
38	BODY FUNCTIONS	61.5	77.5	89.5	76.0	62.0
39	BUDGETING AND FINANCIAL RECORD KEEPING	27.0	28.0	37.5	31.0	37.5
40	POLITICAL PARTIES	130.5	131.0	126.5	137.0	133.0
41	SPORTS SPECTATOR	136.0	137.0	131.0	136.0	137.0
42	HOME IMPROVEMENT	89.5	116.0	62.5	99.5	118.5
43	CALIF. STATE GOVERNMENT	89.5	101.5	122.0	119.5	118.5
44	COMMUNITY HEALTH SERVICES	61.5	113.0	135.0	104.0	106.5
45	SAVINGS	33.5	26.0	26.0	25.5	33.5
46	TEACHING CHILDREN ABOUT SEX	95.0	134.0	131.0	129.0	128.0
47	CLOTHING	56.5	41.5	62.5	57.0	55.5
48	MEDICAL TERMINOLOGY	15.0	61.0	89.5	55.0	60.0
49	AUTOMOBILES	23.5	43.0	78.0	28.0	31.0
50	THE NON-CITIZEN	106.0	120.0	89.5	126.0	123.5
51	APPLYING FOR A JOB	5.0	1.0	10.5	5.0	4.0
52	EATING OUT	110.5	124.0	114.0	123.0	125.0
53	SOURCES OF EMPLOYMENT INFORMATION	45.0	13.0	62.5	22.0	16.0
54	U.S. NATIONAL GOVERNMENT	95.0	101.5	102.0	119.5	112.0
55	COMMUNICABLE DISEASE	50.5	85.0	89.5	85.5	79.5
56	CONSTITUTIONAL RIGHTS	40.5	31.5	102.0	44.0	48.0
57	THE ENVIRONMENT AND LEISURE ACTIVITY	100.0	113.0	114.0	106.5	102.5
58	LIFE-LONG CAREER DEVELOPMENT	15.0	8.0	15.0	13.0	15.0
59	PRESSURE GROUPS AND LOBBYISTS	113.0	110.5	114.0	104.0	109.5
60	VOCABULARY RELATED TO CITIZENSHIP	100.0	101.5	102.0	96.0	109.5
61	EMPLOYMENT TRENDS	33.5	20.0	19.0	23.5	24.0
62	READING FOR PLEASURE	77.0	120.0	102.0	114.5	106.5
63	BENEFITS OF RECREATION	95.0	76.0	48.0	59.0	73.0

TABLE 6
Continued

RANK OF MEAN GOAL RATINGS BY SUBJECT AREA

NUMBER	GOAL	HEALTH	BUSINESS	PUB_SERV	INT_ED	OTHER
64	KNOWLEDGE OF SELF	77.0	52.5	37.5	37.0	45.5
65	LABOR UNIONS	54.0	31.5	37.5	19.0	30.0
66	CHRONIC DISEASE	50.5	113.0	114.0	65.5	76.5
67	CONSUMER VOCABULARY	23.5	38.0	37.5	50.5	40.0
68	WEIGHTS AND MEASURES	30.5	38.0	78.0	39.5	69.0
69	CHILD HEALTH CARE	30.5	47.5	89.5	73.5	62.0
70	CONSUMER GUIDES	100.0	77.5	122.0	111.5	104.5
71	LEISURE THROUGHOUT LIFE	85.5	73.0	62.5	80.0	74.0
72	HOME AND SCHOOL COOPERATION	36.5	59.0	48.0	58.0	54.0
73	SERVICE TO OTHERS	45.0	25.0	26.0	27.0	21.0
74	FURNITURE AND APPLIANCES	127.0	110.5	37.5	108.0	92.0
75	EMPLOYMENT BENEFITS	6.0	16.5	26.0	9.0	13.0
76	COMMUNITY HOUSING SERVICES	113.0	75.0	62.5	97.0	71.5
77	CAREER DECISION-MAKING	3.0	5.0	15.0	6.0	5.0
78	EQUAL EMPLOYMENT OPPORTUNITY	10.0	14.5	15.0	20.5	20.0
79	HOME MAINTENANCE	130.5	128.0	78.0	72.0	118.5
80	EDUCATIONAL SERVICES AND EXPENSES	72.0	49.5	62.5	49.0	43.5
81	BANKING SERVICES	81.5	36.0	37.5	47.5	47.0
82	PLANNING FOR THE FUTURE	56.5	38.0	73.0	47.5	57.0
83	COMMUNITY FAMILY SERVICES	66.5	70.5	89.5	70.0	55.5
84	COMMUNITY GROUPS	100.0	97.0	62.5	82.0	76.5
85	TIME ALONE	117.0	116.0	114.0	83.0	98.0
86	RESPECT FOR THE LAW	66.5	70.5	26.0	67.0	62.0
87	COMPARISON SHOPPING	117.0	94.5	62.5	99.5	100.0
88	SOURCES & INTERPRETATION OF POLITICAL INFORMATION	130.5	123.0	114.0	127.0	127.0
89	WOMEN IN THE WORK FORCE	81.5	56.5	78.0	94.0	71.5
90	CAREER LADDERS	10.0	6.0	6.5	1.0	10.0
91	SAFE DRIVING	45.0	79.0	37.5	53.0	70.0
92	RESPONSIBILITIES OF CITIZENSHIP	50.5	54.5	15.0	41.0	36.0
93	CONSUMER VALUES AND LIFESTYLES	85.5	54.5	48.0	61.5	65.0
94	FOOD STAMPS	130.5	136.0	135.0	137.0	134.5
95	CONSUMER PROTECTION	61.5	64.0	114.0	92.0	65.0
96	PUBLIC TRANSPORTATION	40.5	29.5	37.5	34.5	33.5
97	CONSUMER CONTRACTS	72.0	45.5	48.0	76.0	52.0
98	LEGAL SERVICES	27.0	52.5	62.5	56.0	49.0
99	LOCAL GOVERNMENT	85.5	105.0	102.0	128.0	123.5
100	SOURCES OF MASS MEDIA INFORMATION	126.0	126.0	131.0	124.5	129.0
101	SINGLE PARENT FAMILIES	36.5	98.5	122.0	106.5	86.0
102	SOLVING FAMILY PROBLEMS	45.0	49.5	62.5	44.0	43.5
103	CITIZEN AND ENVIRONMENT	108.0	98.5	122.0	104.0	104.5
104	BASIC WORK-RELATED SKILLS	61.5	16.5	10.5	14.5	9.0
105	SPORT FACILITIES	135.0	133.0	126.5	131.0	136.0
106	PHYSICAL FITNESS	10.0	12.0	10.5	14.5	18.0
107	THE PSYCHOLOGICALLY ILL PERSON	20.5	51.0	78.0	30.0	29.0
108	TENNIS IN FAMILY RELATIONSHIPS	120.0	122.0	48.0	85.5	86.0
109	DRUGS, CIGARETTES AND ALCOHOL	36.5	62.5	62.5	36.0	41.0
110	PLANNING A TRIP	95.0	94.5	89.5	88.5	121.5
111	SPORTS PARTICIPATION	123.0	125.0	62.5	121.5	126.0
112	SOCIAL LEGISLATION AND TAXES	104.5	91.0	89.5	114.5	102.5
113	ART EXHIBITS	137.0	138.0	131.0	138.0	138.0
114	INSURANCE	74.0	59.0	102.0	50.5	65.0
115	THE JUDICAL SYSTEM	89.5	87.5	114.0	118.0	95.0
116	HOBBIES	120.0	87.5	26.0	61.5	108.0
117	INSTRUCTIONAL FACILITIES	95.0	72.0	62.5	53.0	81.0

TABLE 6
Continued

RANK OF MEAN GOAL RATINGS BY REGION

NUMBER	COMP	CCOC	ELAOC	HOC	MSC	NVOC	WSC	WVOC
118	CURRENT ISSUES	75.5	110.5	105.0	73.0	82.5	64.5	70.5
119	EMPLOYMENT AGENCIES	23.0	33.0	24.5	15.5	29.0	21.0	25.0
120	WORK-RELATED VOCABULARY	6.0	15.0	12.0	12.0	8.0	15.0	5.0
121	LOCAL PLACES OF INTEREST	120.5	112.5	108.5	129.0	121.0	103.0	125.5
122	ATTITUDES TOWARDS WORK	10.0	10.5	4.0	9.5	12.0	14.0	13.0
123	LEISURE DECISION-MAKING	60.0	79.0	54.5	119.0	84.5	95.5	54.5
124	HISTORICAL DEVELOPMENTS IN US & CALIF	130.0	135.0	129.5	130.0	124.5	129.5	130.0
125	THE PERFORMING ARTS	135.0	137.0	134.0	133.5	129.0	134.0	130.5
126	USING MASS MEDIA	90.5	77.5	85.0	122.5	114.0	85.0	81.5
127	MANAGEMENT OF FAMILY RESOURCES	19.0	10.5	21.5	19.0	20.0	25.0	14.0
128	TRAVEL LOCATIONS	132.0	128.5	129.5	137.0	130.0	131.0	125.5
129	JOB INTERVIEW	4.0	1.0	2.5	8.0	4.0	2.0	1.5
130	FAMILY PLANNING	57.0	61.5	54.5	67.0	70.0	81.0	67.5
131	INTERPERSONAL RELATIONS ON THE JOB	2.0	3.0	2.5	4.5	3.0	1.0	1.5
132	PERSONAL CHARACTERISTICS AND CAREER REQUIREMENTS	8.0	22.0	7.0	42.0	16.5	20.0	7.0
133	CONSUMER RIGHTS AND RESPONSIBILITIES	54.0	67.0	80.0	101.0	55.5	37.5	41.0
134	VENEREAL DISEASE	107.0	108.5	82.0	60.0	76.0	77.5	123.5
135	CITIZEN - US & WORLD	115.0	130.0	126.5	111.0	111.0	124.0	112.0
136	VALUE OF WORK TO SOCIETY	35.5	38.5	38.0	42.0	37.0	30.0	48.0
137	EVALUATION OF JOB PERFORMANCE	1.0	7.5	1.0	3.0	1.0	3.0	3.5
138	ADVERTISING	105.5	86.0	121.0	101.0	78.0	104.5	70.5
139	HUMAN GROWTH AND DEVELOPMENT	90.5	97.0	118.0	50.0	104.5	83.0	119.5
140	HOUSING NEEDS	68.5	82.5	70.0	56.0	93.5	110.0	89.0
141	BUYING BY MAIL	130.0	133.5	136.0	135.0	134.0	136.0	132.0
142	SUPPLY AND DEMAND	71.0	88.0	124.0	119.0	90.0	79.5	75.0
143	PERSONAL CHARACTERISTICS AND CAREER DECISIONS	9.0	12.5	8.0	17.5	15.0	7.0	11.0
144	THE EXECUTIVE BRANCH	115.0	126.0	118.0	94.0	108.5	83.0	119.5
145	THE CONSUMER AND THE ENVIRONMENT	68.5	64.0	95.0	60.0	58.5	68.5	65.5
146	RESPONSIBILITIES OF PARENTHOOD	49.5	44.5	46.0	23.0	29.0	45.5	51.0
147	SALES, INCOME, PROPERTY, AND OTHER TAXES	51.0	69.0	70.0	64.0	51.0	68.5	57.5

TABLE 7

RANK OF MEAN GOAL RATINGS BY ETHINC GROUP

NUMBER	COMP	OTHER	BLACK	HISPANIC	WHITE
10	HCME ACTIVITIES	87.5	106.0	113.5	108.5
11	VEHICLES OF THE IAW	50.0	39.0	30.5	33.0
12	PLURALISTIC COMECSITION OF THE U.S.	78.0	69.0	41.0	56.5
13	LIBRARIES	106.0	86.5	104.5	79.0
14	INTERPERSONAL FAMILY RELATICNSHIPS	47.5	61.5	51.5	48.5
15	INTERPERSONAL SKILLS IN GRCUP RELATIONSHIPS	43.0	57.5	58.0	34.0
16	HEALTH QUACKERY, FRAUD AND MALPRACTICE	62.0	92.5	100.5	93.0
17	HEALTH EXAMINATICN	19.0	16.0	19.5	26.0
18	CONSERVING ENERGY IN THE HCME	80.5	92.5	66.0	111.0
19	VALUE OF WORK TC THE INDIVIDUAL	14.0	19.5	26.0	14.0
20	CHARACTERISTICS AND REQUIREMENTS/CAREER FIELDS	25.0	30.0	14.0	27.0
21	SAFETY IN THE HCME AND CN THE JOB	21.5	14.0	23.0	16.0
22	RENTING	87.5	100.5	100.5	85.0
23	PERSCNAL HYGIENE	16.0	6.0	5.0	12.5
24	BUYING, MORTGAGING, AND FINANCING A HCME	111.5	124.0	107.5	111.0
25	FAMILIES WITH SPECIAL NEEDS/PROBLEMS	94.5	83.5	85.5	95.5
26	FIRST AID	19.0	17.0	28.0	23.0
27	COMMUNITY HEALTH SERVICES	40.5	25.5	51.5	28.0
28	LEGISLATIVE PROCESS	111.5	114.0	107.5	116.5
29	HEALTH INSURANCE AND BENEFITS	33.0	32.0	33.0	48.5
30	NUTRITICN IN THE HCME	49.0	46.0	47.0	41.5
31	LABELS	67.5	83.5	76.0	81.0
32	CREDIT	37.0	27.0	38.5	39.0
33	HUMAN REPRODUCTICN	91.5	86.5	117.0	104.0
34	VOTING	121.5	112.0	111.0	99.5
35	SEXUAL EXPRESSICN	63.0	96.5	90.0	95.5
36	LEISURE TIME	67.5	81.5	81.5	85.0
37	THE ECCNCMIC SYSTEM	59.5	65.0	51.5	60.5
38	BODY FUNCTICNS	67.5	59.0	81.5	72.5
39	BUDGETING AND FINANCIAL RECORD KEEPING	29.0	28.0	23.0	35.0

TABLE 7
Continued

RANK OF MEAN GOAL RATINGS BY ETHNIC GROUP

NUMBER	COMP	OTHER	BLACK	HISPANIC	WHITE
40	POLITICAL PARTIES	131.0	129.5	126.0	131.0
41	SPORTS SPECTATOR	134.0	137.0	137.5	136.5
42	HOME IMPROVEMENT	97.0	98.5	107.5	115.0
43	CALIF. STATE GOVERNMENT	121.5	98.5	94.5	121.0
44	COMMUNITY HEALTH SERVICES	111.5	108.5	100.5	111.0
45	SAVINGS	29.0	32.0	27.0	29.0
46	TEACHING CHILDREN ABOUT SEX	125.5	129.5	122.0	128.5
47	CLOTHING	75.0	41.0	61.0	90.5
48	MEDICAL TERMINOLOGY	40.5	37.5	72.5	59.0
49	AUTOMOBILES	29.0	34.0	56.0	30.0
50	THE NON-CITIZEN	129.0	122.0	111.0	122.5
51	APPLYING FOR A JOB	2.0	3.5	2.0	5.0
52	EATING OUT	119.0	125.5	132.0	119.0
53	SOURCES OF EMPLOYMENT INFORMATION	21.5	21.0	19.5	19.0
54	U.S. NATIONAL GOVERNMENT	127.5	104.0	97.0	116.5
55	COMMUNICABLE DISEASE	80.5	88.5	81.5	78.0
56	CONSTITUTIONAL RIGHTS	38.0	43.5	23.0	45.0
57	THE ENVIRONMENT AND LEISURE ACTIVITY	100.5	106.0	103.0	114.0
58	LIFE-LONG CAREER DEVELOPMENT	15.0	15.0	14.0	11.0
59	PRESSURE GROUPS AND LOBBYISTS	111.5	122.0	113.5	106.5
60	VOCABULARY RELATED TO CITIZENSHIP	106.0	102.5	126.0	97.5
61	EMPLOYMENT TRENDS	19.0	24.0	35.0	20.5
62	READING FOR PLEASURE	100.5	115.0	132.0	97.5
63	BENEFITS OF RECREATION	61.0	85.0	92.0	63.0
64	KNOWLEDGE OF SELF	35.5	52.5	51.5	44.0
65	LABOR UNIONS	33.0	32.0	44.0	24.5
66	CHRONIC DISEASE	83.5	92.5	81.5	74.0
67	CONSUMER VOCABULARY	33.0	37.5	74.0	39.0
68	WEIGHTS AND MEASURES	54.5	35.5	69.0	52.0
69	CHILD HEALTH CARE	59.5	47.5	69.0	60.5

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TABLE 7:
Continued

RANK OF MEAN GOAL RATINGS BY ETHINC GROUP

NUMBER	GOAL	OTHER	BLACK	HISPANIC	WHITE
70	CONSUMER GUIDES	111.5	106.0	65.0	106.5
71	LEISURE THROUGHOUT LIFE	54.5	75.0	59.0	85.0
72	HOME AND SCHOOL COOPERATION	54.5	54.5	38.5	58.0
73	SERVICE TO OTHERS	25.0	29.0	23.0	20.5
74	FURNITURE AND APPLIANCES	97.0	113.0	78.5	113.0
75	EMPLOYMENT BENEFITS	7.5	10.0	10.0	15.0
76	COMMUNITY HOUSING SERVICES	91.5	79.5	78.5	90.5
77	CAREER DECISION-MAKING	5.0	5.0	3.0	7.0
78	EQUAL EMPLOYMENT OPPORTUNITY	11.0	11.0	9.0	22.0
79	HOME MAINTENANCE	108.0	120.0	115.5	99.5
80	EDUCATIONAL SERVICES AND EXPENSES	75.0	50.5	44.0	46.5
81	BANKING SERVICES	54.5	49.0	51.5	43.0
82	PLANNING FOR THE FUTURE	40.5	43.5	30.5	54.5
83	COMMUNITY FAMILY SERVICES	75.0	70.5	47.0	66.5
84	COMMUNITY GROUPS	75.0	110.0	63.5	85.0
85	TIME ALONE	83.5	131.0	128.0	72.5
86	RESPECT FOR THE LAW	75.0	70.5	122.0	50.5
87	COMPARISON SHOPPING	87.5	116.0	118.5	88.0
88	SOURCES & INTERPRETATION OF POLITICAL INFORMATION	135.5	122.0	126.0	126.5
89	WOMEN IN THE WORK FORCE	71.0	100.5	61.0	70.5
90	CAREER LADDERS	4.0	12.0	1.0	4.0
91	SAFE DRIVING	47.5	77.0	51.5	63.0
92	RESPONSIBILITIES OF CITIZENSHIP	64.5	42.0	69.0	36.0
93	CONSUMER VALUES AND LIFESTYLES	79.0	57.5	69.0	65.0
94	FOOD STAMPS	132.0	136.0	130.0	136.5
95	CONSUMER PROTECTION	71.0	66.0	44.0	85.0
96	PUBLIC TRANSPORTATION	45.0	25.5	23.0	37.0

TABLE 7
Continued

RANK OF MEAN GOAL RATINGS BY ETHINC GROUP

NUMBER	COMP	OTHER	BLACK	HISPANIC	WHITE
97	CONSUMER CONTRACTS	54.5	60.0	69.C	53.0
98	LEGAL SERVICES	45.0	56.0	30.5	54.5
99	LCCAL GCVERNMENT	123.5	81.5	97.C	128.5
100	SOURCES OF MASS MEDIA INFORMATION	123.5	125.5	129.0	126.5
101	SINGLE PARENT FAMILIES	83.5	92.5	87.5	93.0
102	SOLVING FAMILY PECBLEMS	25.0	52.5	35.0	46.5
103	CITIZEN AND ENVIECNMENT	106.0	118.0	97.0	104.0
104	EASIC WCEK-RELATIC SKILLS	17.0	18.0	7.C	12.5
105	SPORT FACILITIES	125.5	135.0	134.0	134.5
106	PHYSICAL FITNESS	12.0	7.0	11.0	17.0
107	THE PSYCHOLOGICALLY ILL PERSCN	45.0	35.5	56.0	31.0
108	TRENDS IN FAMILY RELATIONSHIPS	97.0	111.0	76.0	101.5
109	DRUGS, CIGARETTES AND ALCOHCL	54.5	45.0	61.0	39.0
110	PLANNING A TRIP	102.0	96.5	111.0	101.5
111	SPORTS PARTICIPATICN	116.5	127.0	122.0	122.5
112	SOCIAL LEGISLATICN AND TAXES	116.5	67.5	85.5	118.0
113	ART EXHIBITS	138.0	138.0	137.5	138.0
114	INSURANCE	40.5	50.5	76.0	68.0
115	THE JUDICAL SYSTEM	116.5	88.5	90.C	108.5
116	HCBBIES	83.5	118.0	104.5	70.5
117	INSTRUCTICNAL FACILITIES	91.5	73.0	63.5	69.0
118	CURRENT ISSUES	91.5	63.5	100.5	81.0
119	EMPLCYMENT AGENCIES	27.0	19.5	38.5	24.5
120	WCRK-RELATED VCCABULARY	7.5	8.0	14.0	6.0
121	LCCAL PLACES OF INTEREST	103.5	118.0	118.5	125.0
122	ATTITUDES TOWARDS WCRK	9.0	9.0	17.5	10.0
123	LEISURE DECISICN-MAKING	35.5	77.0	72.5	76.0
124	HISTORICAL DEVELCPMENTS IN US & CALIF	130.0	128.0	122.0	134.5
125	THE PERFCRMING ARTS	120.0	133.5	135.5	133.0
126	USING MASS MEDIA	103.5	92.5	93.0	93.0
127	MANAGEMENT OF FAMILY RESOURCES	23.0	23.0	14.0	18.0

TABLE 7
Continued

RANK OF MEAN GOAL RATINGS BY ETHINC GROUP

NUMBER	GOAL	OTHER	BLACK	HISPANIC	WHITE
128	TRAVEL LOCATIONS	133.0	132.0	132.0	130.0
129	JOB INTERVIEW	6.0	3.5	6.0	2.0
130	FAMILY PLANNING	67.5	73.0	47.0	56.5
131	INTERPERSONAL RELATIONS ON THE JOB	3.0	1.0	8.0	1.0
132	PERSONAL CHARACTERISTICS AND CAREER REQUIREMENTS	13.0	22.0	14.0	8.0
133	CONSUMER RIGHTS AND RESPONSIBILITIES	51.0	54.5	56.0	66.5
134	VENEREAL DISEASE	99.0	108.5	115.5	81.0
135	CITIZEN - US & WORLD	127.5	102.5	122.0	124.0
136	VALUE OF WORK TO SOCIETY	58.0	40.0	42.0	32.0
137	EVALUATION OF JOB PERFORMANCE	1.0	2.0	4.0	3.0
138	ADVERTISING	116.5	92.5	94.5	90.5
139	HUMAN GROWTH AND DEVELOPMENT	94.5	77.0	90.0	104.0
140	HOUSING NEEDS	71.0	73.0	87.5	77.0
141	BUYING BY MAIL	137.0	133.5	135.5	132.0
142	SUPPLY AND DEMAND	111.5	67.5	107.5	89.0
143	PERSONAL CHARACTERISTICS AND CAREER DECISIONS	10.0	13.0	17.5	9.0
144	THE EXECUTIVE BRANCH	135.5	79.5	84.0	120.0
145	THE CONSUMER AND THE ENVIRONMENT	87.5	63.5	38.5	75.0
146	RESPONSIBILITIES OF PARENTHOOD	31.0	47.5	30.5	41.5
147	SALES, INCOME, PROPERTY, AND OTHER TAXES	64.5	61.5	35.0	63.0

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RANK OF MEAN GOAL RATINGS BY REGION

NUMBER	COMP	CCCC	ELAOC	HOC	MSC	NVOC	WSC	WVOC
10	HOME ACTIVITIES	109.0	105.5	100.0	88.5	118.0	99.5	100.5
11	VEHICLES OF THE LAW	45.5	25.5	41.0	46.5	25.5	27.0	35.0
12	PLURALISTIC COMPOSITION OF THE U.S.	77.5	51.5	58.0	46.5	47.0	55.5	75.0
13	LIBRARIES	101.0	97.0	70.0	96.5	87.0	77.5	70.5
14	INTERPERSONAL FAMILY RELATIONSHIPS	55.0	33.0	41.0	83.0	70.0	51.5	37.0
15	INTERPERSONAL SKILLS IN GROUP RELATIONSHIPS	41.0	25.5	35.5	57.0	55.5	41.5	29.5
16	HEALTH QUACKERY, FRAUD AND MALPRACTICE	95.5	102.0	111.5	75.5	61.5	73.5	100.5
17	HEALTH EXAMINATION	27.0	23.5	28.0	9.5	13.0	16.5	29.5
18	CONSERVING ENERGY IN THE HOME	115.0	80.5	114.5	83.0	70.0	114.0	100.5
19	VALUE OF WORK TO THE INDIVIDUAL	20.0	28.0	14.0	23.0	11.0	9.5	15.0
20	CHARACTERISTICS AND REQUIREMENTS/CAREER FIELDS	25.5	27.0	16.5	37.5	37.0	18.5	32.0
21	SAFETY IN THE HOME AND ON THE JOB	14.0	23.5	15.0	17.5	10.0	18.5	18.0
22	RENTING	79.5	97.0	90.0	94.0	90.0	110.0	89.0
23	PERSONAL HYGIENE	13.0	7.5	18.0	2.0	5.0	11.0	17.0
24	BUYING, MORTGAGING, AND FINANCING A HOME	123.0	120.0	95.0	107.5	80.5	129.5	114.5
25	FAMILIES WITH SPECIAL NEEDS/PROBLEMS	90.5	86.0	105.0	54.5	96.0	99.5	104.5
26	FIRST AID	22.0	18.0	24.5	11.0	23.0	27.0	20.5
27	COMMUNITY HEALTH SERVICES	30.0	38.5	26.5	23.0	21.5	35.0	32.0
28	LEGISLATIVE PROCESS	125.5	122.0	111.5	119.0	104.5	73.5	104.5
29	HEALTH INSURANCE AND BENEFITS	37.0	59.5	38.0	33.0	41.5	41.5	63.0
30	NUTRITION IN THE HOME	49.5	64.0	50.0	27.5	33.5	58.5	38.5
31	LABELS	82.5	91.5	90.0	67.0	79.0	87.0	67.5
32	CREDIT	38.5	47.5	38.0	34.5	33.5	30.0	32.0
33	HUMAN REPRODUCTION	112.5	116.0	95.0	88.5	100.5	64.5	110.5
34	VOTING	120.5	86.0	105.0	114.0	90.0	110.0	94.5
35	SEXUAL EXPRESSION	99.0	91.5	92.0	101.0	87.0	73.5	104.5
36	LEISURE TIME	82.5	72.5	83.5	67.0	82.5	106.0	86.5
37	THE ECONOMIC SYSTEM	73.0	64.0	52.5	46.5	55.5	68.5	43.0
38	BODY FUNCTIONS	61.5	51.5	78.0	58.0	87.0	55.5	94.5
39	BUDGETING AND FINANCIAL RECORD KEEPING	29.0	33.0	31.5	29.5	37.0	45.5	27.0
40	POLITICAL PARTIES	134.0	131.5	131.5	126.5	131.5	128.0	130.5
41	SPORTS SPECTATOR	138.0	133.5	137.0	136.0	138.0	132.5	134.0
42	HOME IMPROVEMENT	101.0	97.0	122.5	70.0	119.0	117.0	107.5
43	CALIF. STATE GOVERNMENT	111.0	120.0	126.5	80.0	120.0	91.5	119.5
44	COMMUNITY HEALTH SERVICES	86.5	91.5	90.0	65.0	123.0	120.0	129.0
45	SAVINGS	28.0	28.5	35.5	14.0	25.5	41.5	23.0
46	TEACHING CHILDREN ABOUT SEX	128.0	127.0	135.0	116.0	122.0	132.5	133.0
47	CLOTHING	43.0	51.5	50.0	62.5	70.0	37.5	59.5
48	MEDICAL TERMINOLOGY	63.5	47.5	70.0	20.5	55.5	44.0	54.5
49	AUTOMOBILES	35.5	30.0	34.0	25.5	29.0	34.0	35.0
50	THE NON-CITIZEN	127.0	91.5	118.0	88.5	126.5	120.0	114.5
51	APPLYING FOR A JOB	3.0	6.0	5.0	6.0	2.0	4.0	6.0
52	EATING OUT	118.5	124.0	111.5	122.5	131.5	114.5	109.0
53	SOURCES OF EMPLOYMENT INFORMATION	17.5	15.0	21.5	25.5	24.0	13.0	16.0
54	U.S. NATIONAL GOVERNMENT	118.5	112.5	100.0	92.0	97.5	117.0	119.5
55	COMMUNICABLE DISEASE	90.5	100.0	94.0	70.0	80.5	61.5	83.0
56	CONSTITUTIONAL RIGHTS	45.5	28.5	44.0	62.5	40.0	37.5	43.0
57	THE ENVIRONMENT AND LEISURE ACTIVITY	112.5	103.0	75.5	98.0	108.5	120.0	119.5
58	LIFE-LONG CAREER DEVELOPMENT	12.0	15.0	13.0	20.5	18.0	5.0	12.0
59	PRESSURE GROUPS AND LOBBYISTS	105.5	108.5	100.0	124.0	100.5	122.5	91.5
60	VOCABULARY RELATED TO CITIZENSHIP	98.0	105.5	118.0	110.0	112.0	87.0	84.5
61	EMPLOYMENT TRENDS	24.0	20.0	21.5	29.5	21.5	23.0	22.0
62	READING FOR PLEASURE	103.5	116.0	105.0	126.5	97.5	99.5	114.5
63	BENEFITS OF RECREATION	65.5	75.5	75.5	112.0	74.0	73.5	56.0

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TABLE 8
Continued

RANK OF MEAN GOAL RATINGS BY REGION

NUMBER	COMP	CCOC	ELAOC	HOC	MSC	NVOC	WSC	WVOC
64	KNOWLEDGE OF SELF	45.5	44.5	31.5	70.0	58.5	47.5	46.0
65	LABOR UNIONS	25.5	33.0	30.0	42.0	31.0	27.0	24.0
66	CHRONIC DISEASE	75.5	80.5	88.0	50.0	76.0	110.0	98.0
67	CONSUMER VOCABULARY	31.5	38.5	70.0	78.0	43.5	37.5	28.0
68	WEIGHTS AND MEASURES	41.0	51.5	58.0	50.0	49.0	58.5	43.0
69	CHILD HEALTH CARE	65.5	61.5	58.0	42.0	51.0	30.0	81.5
70	CONSUMER GUIDES	109.0	66.0	100.0	107.5	106.0	87.0	107.5
71	LEISURE THROUGHOUT LIFE	71.0	58.0	81.0	78.0	84.5	91.5	91.5
72	HOME AND SCHOOL COOPERATION	59.0	54.0	50.0	37.5	45.5	58.5	73.0
73	SERVICE TO OTHERS	21.0	19.0	21.5	42.0	27.0	24.0	26.0
74	FURNITURE AND APPLIANCES	97.0	84.0	105.0	126.5	102.5	114.5	104.5
75	EMPLOYMENT BENEFITS	11.0	9.0	10.5	13.0	14.0	16.5	8.5
76	COMMUNITY HOUSING SERVICES	81.0	75.5	83.0	107.5	92.0	73.5	86.5
77	CAREER DECISION-MAKING	5.0	5.0	9.0	7.0	6.5	7.0	8.5
78	EQUAL EMPLOYMENT OPPORTUNITY	16.0	17.0	16.5	31.5	16.5	22.0	20.5
79	HOME MAINTENANCE	94.0	110.5	128.0	104.5	108.5	122.5	100.5
80	EDUCATIONAL SERVICES AND EXPENSES	41.0	47.5	58.0	46.5	61.5	61.5	48.0
81	BANKING SERVICES	33.0	55.5	48.0	88.5	43.5	58.5	53.0
82	PLANNING FOR THE FUTURE	38.5	69.0	52.5	54.5	51.0	54.0	48.0
83	COMMUNITY FAMILY SERVICES	67.0	47.5	70.0	60.0	76.0	64.5	64.0
84	COMMUNITY GROUPS	85.0	72.5	70.0	107.5	95.0	83.0	80.0
85	TIME ALONE	109.0	105.5	63.5	119.0	114.0	126.5	61.5
86	RESPECT FOR THE LAW	81.5	91.5	70.0	101.0	53.0	51.5	40.0
87	COMPARISON SHOPPING	95.5	101.0	100.0	114.0	102.5	110.0	65.5
88	SOURCES & INTERPRETATION OF POLITICAL INFORMATION	125.5	128.5	131.5	131.0	126.5	91.5	123.5
89	WOMEN IN THE WORK FORCE	77.5	59.5	61.5	88.5	61.5	95.5	77.5
90	CAREER LADDERS	7.0	2.0	6.0	4.5	6.5	9.5	3.5
91	SAFE DRIVING	71.0	42.5	46.0	73.0	70.0	91.5	57.5
92	RESPONSIBILITIES OF CITIZENSHIP	52.5	72.5	26.5	52.5	41.5	32.5	38.5
93	CONSUMER VALUES AND LIFESTYLES	63.5	69.0	46.0	104.5	65.5	49.0	59.5
94	FOOD STAMPS	136.0	136.0	133.0	132.0	137.0	137.0	137.0
95	CONSUMER PROTECTION	74.0	55.5	86.5	78.0	73.0	91.5	79.0
96	PUBLIC TRANSPORTATION	34.0	33.0	33.0	15.5	37.0	32.5	52.0
97	CONSUMER CONTRACTS	52.5	82.5	70.0	73.0	65.5	51.5	43.0
98	LEGAL SERVICES	57.0	38.5	65.0	34.5	45.5	64.5	50.0
99	LOCAL GOVERNMENT	122.0	120.0	118.0	94.0	124.5	104.5	127.5
100	SOURCES OF MASS MEDIA INFORMATION	130.0	124.0	122.5	119.0	128.0	117.0	114.5
101	SINGLE PARENT FAMILIES	103.5	77.5	58.0	75.5	99.0	91.5	127.5
102	SOLVING FAMILY PROBLEMS	48.0	38.5	29.0	37.5	48.0	51.5	77.5
103	CITIZEN AND ENVIRONMENT	117.0	105.5	86.5	83.0	114.0	126.5	84.5
104	BASIC WORK-RELATED SKILLS	17.5	4.0	10.5	31.5	19.0	12.0	10.0
105	SPORT FACILITIES	133.0	131.5	125.0	133.5	135.0	135.0	135.0
106	PHYSICAL FITNESS	15.0	12.5	19.0	1.0	9.0	7.0	19.0
107	THE PSYCHOLOGICALLY ILL PERSON	31.5	38.5	43.0	27.5	37.0	41.5	35.0
108	TRENDS IN FAMILY RELATIONSHIPS	86.5	91.5	114.5	101.0	108.5	99.5	96.5
109	DRUGS, CIGARETTES AND ALCOHOL	45.5	57.0	41.0	37.5	32.0	87.5	70.5
110	PLANNING A TRIP	84.0	116.0	108.5	114.0	93.5	110.0	96.5
111	SPORTS PARTICIPATION	124.0	116.0	95.0	126.5	133.0	125.0	110.5
112	SOCIAL LEGISLATION AND TAXES	90.5	116.0	95.0	88.5	116.5	99.5	119.5
113	ART EXHIBITS	137.0	138.0	138.0	138.0	136.0	138.0	138.0
114	INSURANCE	57.0	72.5	78.0	52.5	65.5	68.5	61.5
115	THE JUDICAL SYSTEM	101.0	124.0	111.5	83.0	116.5	79.5	93.0
116	HOBBIES	90.5	97.0	76.0	96.5	65.5	99.5	89.0
117	INSTRUCTIONAL FACILITIES	79.5	42.5	61.5	83.0	61.5	73.5	75.0

TABLE 8
Continued

RANK OF MEAN GOAL RATINGS BY SUBJECT AREA

NUMBER	CCME	HEALTH	BUSINESS	PUB_SERV	IND_ED	OTHER
118	CURRENT ISSUES	100.0	59.0	89.5	94.0	79.5
119	EMPLOYMENT AGENCIES	18.0	21.5	26.0	25.0	22.0
120	WORK-RELATED VOCABULARY	10.0	7.0	6.5	7.0	7.5
121	LOCAL PLACES OF INTEREST	115.0	108.5	114.0	124.5	121.5
122	ATTITUDES TOWARDS WORK	13.0	11.0	6.5	10.0	11.0
123	LEISURE DECISION-MAKING	103.0	67.5	62.5	61.5	75.0
124	HISTORICAL DEVELOPMENTS IN US & CALIF	133.0	130.0	135.0	131.0	130.0
125	THE PERFORMING ARTS	128.0	132.0	126.5	134.0	134.5
126	USING MASS MEDIA	125.0	67.5	122.0	109.0	90.0
127	MANAGEMENT OF FAMILY RESOURCES	19.0	18.0	19.0	20.5	19.0
128	TRAVEL LOCATIONS	138.0	129.0	137.5	133.0	131.5
129	JOB INTERVIEW	7.0	4.0	1.5	3.0	2.0
130	FAMILY PLANNING	69.5	74.0	62.5	65.5	52.0
131	INTERPERSONAL RELATIONS ON THE JOB	4.0	3.0	3.5	2.0	1.0
132	PERSONAL CHARACTERISTICS AND CAREER REQUIREMENTS	40.5	14.5	6.5	16.0	6.0
133	CONSUMER RIGHTS AND RESPONSIBILITIES	92.0	47.5	62.5	61.5	58.0
134	VENEREAL DISEASE	69.5	120.0	102.0	78.5	92.0
135	CITIIZEN - US & WORLD	123.0	116.0	131.0	121.5	118.5
136	VALUE OF WORK TO SOCIETY	56.5	33.0	26.0	38.0	33.5
137	EVALUATION OF JOB PERFORMANCE	1.5	2.0	1.5	4.0	3.0
138	ADVERTISING	117.0	83.0	89.5	84.0	100.0
139	HUMAN GROWTH AND DEVELOPMENT	50.5	107.0	102.0	111.5	84.0
140	HOUSING NEEDS	77.0	81.5	62.5	78.5	82.5
141	BUYING BY MAIL	134.0	135.0	137.5	135.0	131.5
142	SUPPLY AND DEMAND	123.0	81.5	89.5	88.5	78.0
143	PERSONAL CHARACTERISTICS AND CAREER DECISIONS	17.0	10.0	26.0	11.0	7.5
144	THE EXECUTIVE BRANCH	108.0	96.0	114.0	116.5	115.5
145	THE CONSUMER AND THE ENVIRONMENT	61.5	62.5	114.0	70.0	67.5
146	RESPONSIBILITIES OF PARENTHOOD	27.0	44.0	48.0	35.5	42.0
147	SALES, INCOME, PROPERTY, AND OTHER TAXES	66.5	66.0	48.0	53.0	59.5